

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Centers for International Business Education

CFDA # 84.220A

PR/Award # P220A180001

Grants.gov Tracking#: GRANT12632623

OMB No. , Expiration Date:

Closing Date: Jun 13, 2018

PR/Award # P220A180001

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input type="checkbox"/> Application <input checked="" type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/29/2018"/>	4. Applicant Identifier: <input type="text" value="32202"/>
--	--

5a. Federal Entity Identifier: <input type="text" value="GRANT12632559"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Michigan State University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="38-6005984"/>	* c. Organizational DUNS: <input type="text" value="193247145"/>

d. Address:

* Street1: <input type="text" value="426 Auditorium Road Room 2"/>
Street2: <input type="text"/>
* City: <input type="text" value="East Lansing"/>
County/Parish: <input type="text" value="Ingham"/>
* State: <input type="text" value="MI: Michigan"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="48824-2600"/>

e. Organizational Unit:

Department Name: <input type="text" value="Office of Sponsored Programs"/>	Division Name: <input type="text" value="UNIVERSITY"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Tomas"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Hult"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Institute/Center Director-Management"/>
--

Organizational Affiliation: <input type="text" value="Michigan State University"/>
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* Telephone Number: <input type="text" value="+15173534336"/>	Fax Number: <input type="text"/>
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* Email: <input type="text" value="hult@msu.edu"/>
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Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

US Dept of Education

11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Office of Postsecondary Education (OPE): Centers for International Business Education Program CFDA Number 84.220A

*** 12. Funding Opportunity Number:**

ED-GRANTS-051418-001

* Title:

Office of Postsecondary Education (OPE): Centers for International Business Education Program CFDA Number 84.220A

13. Competition Identification Number:

84-220A2018-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

CENTER FOR INTERNATIONAL BUSINESS EDUCATION RESEARCH: Strategic and Sustainable Value Chains for Increased International Competitiveness

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,218,771.94"/>
* b. Applicant	<input type="text" value="2,123,298.01"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,342,069.95"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Michigan State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	154,998.00	148,055.00	142,726.00	147,006.00		592,785.00
2. Fringe Benefits	20,253.00	20,545.00	21,010.00	22,292.00		84,100.00
3. Travel	42,500.00	45,975.00	48,132.00	45,441.00		182,048.00
4. Equipment						
5. Supplies	7,900.00	10,017.00	11,137.00	12,262.00		41,316.00
6. Contractual						
7. Construction						
8. Other	56,478.00	57,673.00	58,908.00	55,184.00		228,243.00
9. Total Direct Costs (lines 1-8)	282,129.00	282,265.00	281,913.00	282,185.00		1,128,492.00
10. Indirect Costs*	22,570.00	22,581.00	22,553.00	22,575.00		90,279.00
11. Training Stipends						
12. Total Costs (lines 9-11)	304,699.00	304,846.00	304,466.00	304,760.00		1,218,771.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health & Human Services (DHHS) (agreement dated 6/26/2015)

The Indirect Cost Rate is 55.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # P220A180001

Name of Institution/Organization Michigan State University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	344,744.00	355,086.00	392,764.00	376,710.00		1,469,304.00
2. Fringe Benefits	120,716.00	127,300.00	107,149.00	141,549.00		496,714.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	465,460.00	482,386.00	499,913.00	518,259.00		1,966,018.00
10. Indirect Costs	37,237.00	38,591.00	39,993.00	41,461.00		157,282.00
11. Training Stipends						
12. Total Costs (lines 9-11)	502,697.00	520,977.00	539,906.00	559,720.00		2,123,300.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Completed on submission to Grants.gov</p>	<p>TITLE</p> <p>Contract & Grant/Sponsored Pgms Mgr</p>
<p>APPLICANT ORGANIZATION</p> <p>Michigan State University</p>	<p>DATE SUBMITTED</p> <p>Completed on submission to Grants.gov</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="U.S Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Centers for International Business Education"/> CFDA Number, if applicable: <input type="text" value="84.220"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

07-ED_GEPA427-V1.1_MichiganStateUniversity

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For more assistance with Adobe Reader visit <http://www.adobe.com/go/acrreader>.

Windows is either a registered trademark or a trademark of Microsoft Corporation in the United States and/or other countries. Mac is a trademark of Apple Inc., registered in the United States and other countries. Linux is the registered trademark of Linus Torvalds in the U.S. and other countries.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Michigan State University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Maria"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Skinner"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Contract & Grant/Sponsored Pgms Mgr"/>	
* SIGNATURE: <input type="text" value="Maria Skinner"/>	* DATE: <input type="text" value="05/29/2018"/>

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

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----------------	----------------------	--------------	--------------------	---------

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2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

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Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Proposal for a Grant

to continue to operate a

Center for International Business
Education and Research (CIBER)

*Theme for 2018 to 2022: Strategic and Sustainable
Value Chains for Increased International Competitiveness*

MICHIGAN STATE UNIVERSITY

The Eli Broad College of Business
East Lansing, Michigan 48824
<http://ciber.msu.edu>

Submitted May 2018 to the
U.S. Department of Education
CFDA Number: 84.220A

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<ul style="list-style-type: none"> X-2. Project Narrative 2. Significance <li style="padding-left: 2em;">2 (a) Describe the national significance of the proposed project. <li style="padding-left: 2em;">2 (b) Describe the importance or magnitude of the results or outcomes likely to be attained by the proposed project. 	<p style="margin: 0;">21</p>

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	5 (b)	Describe the extent of the qualifications, including relevant training and experience, of the project director or principal investigator.	
	5 (c)	Describe the extent of the qualifications, including relevant training and experience, of key project personnel.	
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1. MEETING THE PURPOSE OF THE AUTHORIZING STATUTE

Describe the objectives of the project and the extent to which they further the statutory provisions, including: (1) Will be national resources for the teaching of improved business techniques, strategies, and methodologies which emphasize the international context in which business is transacted [Sec. 612 (a)(2) A]; (2) Will provide instruction in foreign languages and international fields needed to provide understanding of the cultures and customs of US trading partners [Sec. 612 (a)(2) B]; (3) Will provide research and training in the international aspects of trade, commerce, and other fields of study [Sec. 612 (a)(2) C].

The mission of Michigan State University CIBER for the proposed 2018-2022 grant is to leverage our leading-edge knowledge and skills to provide superior education, research, and assistance to businesses, multiplier groups, faculty, and students on issues of national significance for international competitiveness. To realize this mission and further the statutory provisions in CFDA Number 84.220A, MSU is proposing a strategic work agenda of 10 Program Goal Areas involving 63 project categories (Projects 1a to 10d) and some 197 activities. These activities are planned and developed in the strongest possible support of the premises stated in Sec. 611 (a)(b) of Title VI, Part B, of the Higher Education Opportunity Act and in response to the program authorization in Sec. 612 (a)(1)(2), including clearly targeted activities toward purposes A, B, and C of Sec. 612 (a)(2), mentioned above in 1, 2, and 3 (see **EXHIBIT 8** for alignment with MSU's project categories), and the Special Rule of Sec. 612 (a)(3), plus both of the competitive priorities on "Business and Association Collaboration" and "Community Colleges or MSIs Collaboration."

EXHIBIT 6 is the key to the 197 activities that MSU has proposed

(in 10 Program Goal Areas and 63 Project Categories, 1a to 10d)

Specifically, the 16-page EXHIBIT 6 provides details of the portfolio of activities that Michigan State University (MSU) has proposed in an effort to address all of the authorized activities in HEA Sec. 612(c)(1) and also all of the suggested but not required activities in HEA Sec. 612(c)(2). Additionally, as discussed in Section 7 of this Application Narrative, all of MSU's activities support the recently developed GPRA CIBER Measures 1-3 created by ED and approved by OMB, and the instituted CIBER Performance Measure Form (PMF).

Building on the rich history of MSU's "*world-grant ideal*", we propose a strategic portfolio of activities of national significance for U.S. international competitiveness. All CIBER grant funds and a substantial portion of MSU's matching funds will support new activities for 2018-2022. Some matching funds will also be used for ongoing CIBER projects of great magnitude and national significance. Historically, this fund allocation has served MSU and ED well in achieving national significance and in deploying international knowledge and skills to millions of people. MSU's work agenda will meaningfully build on the experiences of the millions of people who have already been positively affected by MSU's CIBER activities. As a sample from 2017, these activities range from the involvement of **10 MILLION** users on globalEDGE; 33 business outreach programs conducted involving **3,079 MANAGERS**; and 57 programs involving **3,013 FACULTY** (four-year institutions and community colleges), ultimately impacting 176,880 students nationwide. Since 2006, MSU-CIBER has so far also facilitated some **15,000 COMPANIES** nationwide going international (including more than 2,000 of the 15,000 Michigan companies that traded internationally); trained more than 1,000 faculty at community colleges across **44 U.S. STATES** (including faculty at 24 of 28 of Michigan's community colleges); and consistently appeared at the top of rankings in international business research (e.g., *International Business Review*, *Journal of International Business Studies*).

Overall, MSU’s strategic portfolio of proposed CIBER activities for 2018-2022 represents the most impactful, outreach-focused agenda that we have ever planned – reaching far beyond MSU in significance, magnitude, and portability. Since its founding, MSU has been a leader in international education, research, and outreach. With a focus on quality, inclusiveness, and connectivity, MSU is committed to fostering partnerships that are collaborative, participatory, empowering, systemic, and transformative. With MSU’s world-grant ideals and CIBER platform (see EXHIBIT 7 for MSU’s CIBER vision, guiding principles, mission, and focus areas), we are well positioned to undertake this ambitious agenda. MSU has strong support from its many stakeholders, for example, community colleges, associations, and businesses from a cross-section of industries (see EXHIBIT 5 for the five selected and allowable support letters).

The all-encompassing title of MSU’s CIBER grant application is “Strategic and Sustainable Value Chains for Increased International Competitiveness.” While EXHIBIT 6 is a key to understanding the national significance, importance, and magnitude of what MSU proposes, a number of supplemental exhibits help provide a complete picture. First, EXHIBIT 8 illustrates how our 10 Project Goal Areas meet the six purposes of the statute and this year’s priorities. Second, while we later discuss the Quality of the Project Design (Section 3), Quality of the Management Plan (Section 4), and Adequacy of Resources (Section 6), four additional exhibits provide an understanding of MSU’s solid foundation to develop and implement the activities proposed. EXHIBIT 9, EXHIBIT 10, and EXHIBIT 11 illustrate MSU’s multiplicity of internationalization approaches, network of collaborators, and strong integration of international activities on the MSU campus. Also, EXHIBIT 12 provides select exemplary projects with national significance.

In the remainder of Section 1, we briefly describe the strategic portfolio of the proposed 194 activities in EXHIBIT 6, within the structure of the 10 Project Goal Areas. *Some activities are*

cross-listed in multiple project categories when overlapping strategic value exists. As EXHIBIT 8 illustrates, a significant number of Project Goal Areas focus on Competitive Priorities 1 and 2 in CFDA Number 84.220A: (1) “Business and Professional Association Collaboration” – collaborate with one or more businesses and/or professional associations on activities designed to expand employment opportunities for international business students (e.g., internships, work-study opportunities – and (2) “Community Colleges of Minority-Serving Institutions” – collaborate with one or more Community Colleges and/or MSIs to incorporate international, intercultural, or global dimensions. To summarize the activities that address Competitive Priorities 1 and 2, MSU proposes the following portfolio of projects (see in [EXHIBIT 6](#)):

Competitive Priority 1 (“Businesses and Associations Collaboration”) is addressed with activities in 27 of the 63 project categories: 1c, 1d, 3a, 3b, 3c, 3d, 3g, 4f, 5a, 5b, 5c, 5e, 6a, 6b, 6c, 6d, 6e, 6f, 6h, 6i, 6j, 6l, 8c, 9a, 9e, 10a, and 10b.

Competitive Priority 2 (“Community Colleges or MSIs Collaboration”) is addressed with activities in 26 of the 63 project categories: 1b, 2a, 2d, 3a, 3b, 3e, 3f, 3g, 4c, 4d, 4e, 4g, 5a, 5f, 6a, 6c, 7a, 7b, 8b, 8e, 8f, 8g, 9a, 9c, 10a, and 10c.

Goal Area

1

Interdisciplinary programs which incorporate foreign language and international studies in business and professional curricula.
[Sec. 612(c)(1)(A)]



Goal Area 1 is addressed by 17 activities in 5 project categories

The 17 activities addressed for Goal Area 1 are in the following 5 project categories: Curriculum Internationalization (Project 1a, EXHIBIT 6); Interdisciplinary Education Abroad (1b);

International Business Internships (1c); Business Executives-in-Residence (1d); and the International Business Student Organization (1e). As EXHIBIT 8 illustrates, the 17 activities in Goal Area 1 were developed to adhere to HEA Sec. 612(c)(1)(A) and to address Purposes 1, 2, 4, and 5; Competitive Priorities 1 and 2; and Invitational Priority 1. Sample activities include: curriculum internationalization (a series of new “global badges” and an online Master of Science in International Business targeted to STEM undergraduates); multilateral education abroad; a variety of international business internship activities (including the globaEDGE Internship Directory and the Michigan Export Internship Program); and business executives-in-residence. These activities, and more, for Goal Area 1 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

For each of the 10 Goal Areas, we have structured MSU’s proposal to summarize all programs and activities in EXHIBIT 6, but also to highlight select activities in this narrative portion of the proposal. The two activities for Goal Area 1 that we want to highlight are: the “global mindset curriculum” (Project 1a) and the community college and workforce development roundtable (Project 1c). *First*, as one of the largest business schools in the U.S., MSU’s Broad College of Business has a large number of undergraduates who receive a world-class business education. Using CIBER’s infrastructure, the Broad College will implement a global mindset requirement for all of its undergraduates – with a core international business course at the front-end of the business education, a core global strategy/policy course at the back-end, and myriad global business and area/international studies requirements in between the two courses that serve as book ends of the bachelor program (some 20 percent of a business undergraduate’s courses will be 100 percent focused on global issues). This global mindset requirement is in direct response to the nation’s need. An “opportunity analysis” conducted by Bisk Education shows that there has

been a 19 percent increase in students majoring in international business in recent years. However, more than 500,000 new IB jobs are projected before 2022 (IPEDS). The nation’s educational programming is far short of meeting the IB employment needs between now and 2022, and MSU’s Broad College of Business has decided to take on the challenge of producing bachelor graduates who are globally competitive for the benefit of the country’s international competitiveness.

Second, building on MSU’s experiences with the internationalization efforts of faculty and students at community colleges and our relationship with the Academic Internship Council’s Global Internship Conference, we propose to develop and organize two roundtables on best practices in international internships at community colleges. The roundtables will bring together companies that hire interns, internship providers, and community and technical colleges from the U.S. and overseas to delve into international internship opportunities, challenges, and best practices for community-college students. The goals will be to increase international internship placements for community colleges students, help colleges develop strategies to offer international internships in alignment with workforce development goals, and to forge relationships between U.S. colleges and other stakeholders within the international internship sphere.

Goal Area

2

Interdisciplinary programs which provide business and other professional training for foreign language and international studies faculty and degree candidates. [Sec. 612(c)(1)(B)]



Goal Area 2 is addressed by 15 activities in 4 project categories

The 15 activities addressed for Goal Area 2 are in the following 4 project categories: Development of Business Languages (Project 2a, EXHIBIT 6); Resource Center for Business Language Teaching (2b); Business Language Research Fund (2c); and Interdisciplinary Faculty

and Student Programs (2d). As EXHIBIT 8 illustrates, the 15 activities in Goal Area 2 were developed to adhere to HEA Sec. 612(c)(1)(B) and to address Purposes 1, 2, 3, 4, 5, and 6; Competitive Priority 1; and Invitational Priority 1. Sample activities include: community college and MSI faculty grants to enhance business languages; language grants for doctoral students; globalization of community college education (benchmarking, industry reports, white papers); Anti-Counterfeiting and Product Protection Program; World Languages Day (for students/teachers at Michigan's high schools and community colleges); Global Sustainability Center (as a function of the United Nation's "Sustainable Development Goals"); and the Community College Growth Program (pro bono program to internationalize community college campuses). These activities, and more, for Goal Area 2 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Two interdisciplinary activities in Project 2d are highlighted in this section: World Languages Day and the Community College Growth Program (CCGP). Additionally, the collection of interdisciplinary programs on business languages (Projects 2a-d) is included as an exemplary project in EXHIBIT 12. *First*, the World Languages Day has traditionally brought together more than 400 participants, presenters, and volunteers on MSU's campus for a day-long conference on world cultures and languages, globalization, the importance of learning foreign languages, and the positive impact knowledge of other languages can have on future career paths. The infrastructure and organization is done by MSU-CIBER. High school students, parents, and teachers from across the state come to learn more about MSU and the myriad international opportunities it offers. Students, parents, and teachers from all over the state are able to attend this event free of charge, as it is offered in collaboration with nearly 20 campus units and departments. Uniquely, dozens of MSU students also received service learning experience as volunteers.

Second, offered in collaboration with MSU’s College of Education and with support from community college partners nationwide (e.g., American Association of Community Colleges; Community Colleges for International Development; National Association for Community College Entrepreneurship), the proposed Community College Growth Program (CCGP, 2d, also listed in 8e) is a pro bono service offered to community colleges that are looking for customized assistance to deepen their commitment to international business and language education. This project is modeled on the Michigan Export Growth Program (see 6h). It pairs community colleges with teams of faculty and staff consultants who provide advice based on aims, objectives, and assessment via MSU’s IBEX tool (see highlights in Goal Area 5).

Goal Area

3

Collaborative programs, activities, or research involving institutions, associations, businesses, including outreach activities and consortia.

[Sec. 612(c)(1)(B) and Sec. 612(c)(2)(E)]



Goal Area 3 is addressed by 22 activities in 7 project categories

The 22 activities addressed for Goal Area 3 are in the following 7 project categories: Collaborations with NASBITE International (Project 3a, EXHIBIT 6); Global Business Club of Mid-Michigan (3b); Lansing Economic Club (3c); Michigan Business Network (3d); Michigan and the World Coalition (3e); Collaboration with CCID and NACCE (3f); and Collaborations with Community Colleges, Universities, and Associations (3g). As EXHIBIT 8 illustrates, the 22 activities in Goal Area 3 were developed to adhere to HEA Sec. 612(c)(1)(B) and Sec. 612(c)(2)(E) and to address Purposes 1, 2, 3, 4, 5, and 6; Competitive Priorities 1 and 2; and Invitational Priority 1. Sample activities include: international business case study competition with NASBITE; workshops/keynotes at the Global Business Club of Mid-Michigan; Internet radio and leadership

luncheons with the Michigan Business Network; seminars with Michigan and the World Coalition; IB Institute “On the Road” for community colleges; International Business Education Index (IBEX); partnerships with the National District Export Council; the National CIBER Exports and Workforce Development Initiative (involving all CIBERs); and collaboration with the California International Trade Development Centers, among a lot of activities in Goal Area 3. These activities, and more, for Goal Area 3 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Three collaborative projects in 3f and 3g are highlighted in this section: collaboration with Community Colleges for International Development (CCID) and the National Association for Community College Entrepreneurship (NACCE); partnership with the California International Trade Development Centers; and work with the Michigan affiliates of the National District Export Council. Additionally, the collaboration with NASBITE International (Project 3a) is included as an exemplary project with national significance in EXHIBIT 12. *First*, MSU-CIBER is proud of its extensive collaborations with leading community college associations including NACCE and CCID. These partnerships entail lots of activities and strong strategic alliances. Planned projects include: Benchmarking Studies on International Business Education at Community Colleges (IBEX-CC, IBEX-MSI; see Goal Area 5 and Project 5a in particular); white paper series on globalization; “CCID System of Comprehensive Internationalization”; IBI “On the Road” workshops; and the Community College Global Summit, which will offer a unique opportunity for community college leaders to engage on internationalization and workforce development. *Second*, in partnership with the California International Trade Development Centers, MSU-CIBER will develop a “digital badge” in global entrepreneurship. This project provides exposure to two topics for high school and college students: Global Supply Chain Management and Global Management.

Students can earn digital badges by completing work based on the skill requirements for jobs in these fields. The badges function as a “knowledge signal” to industry that a student is showing a willingness to enhance their existing skills and knowledge. Third, MSU’s CIBER will collaborate with the East and West Michigan DEC’s on assisting small-and-medium-sized enterprises with exporting. Tomas Hult serves on the West Michigan DEC (exportwestmichigan.com) and Tunga Kiyak serves on the East Michigan DEC (eastmichigandec.org). MSU-CIBER houses the East and West DEC’s websites, event calendars, and DEC services.

Goal Area

4

Research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula. [Sec. 612(c)(1)(E)]



Goal Area 4 is addressed by 11 activities in 7 project categories

The 11 activities addressed for Goal Area 4 are in the following 7 project categories: Development of teaching modules for the Diagnostic Tool called CORE (Company Readiness to Export) (Project 4a, EXHIBIT 6); Online Course Modules (4b); Globalization of Community College Education (4c); Curriculum Development Grant Fund (4d); Dissertation Grants on Community Colleges (4e); Impact of Product Counterfeiting on Global Competitiveness Study (4f); and International Business Course Development Resources for Community College Faculty (4g). As EXHIBIT 8 illustrates, the 11 activities in Goal Area 4 were developed to adhere to HEA Sec. 612(c)(1)(E) and to address Purposes 1, 3, 4, and 6; and Competitive Priority 2. Sample activities include: teaching modules for Diagnostic Tools; online course modules on countries/regions, culture, and exporting in collaboration with the U.S. Department of Commerce; white papers/benchmarking on community colleges; curriculum grants for community colleges

and MSIs; dissertation grants with MSU’s College of Education; multi-industry study with MSU’s School of Criminal Justice; and course development resources for community colleges. These activities, and more, for Goal Area 4 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Three Projects in 4c, 4e, and 4g stress a core competency of MSU’s CIBER: course development resources for community college faculty; globalization of community college education; and dissertation grants on community colleges. First, the course development resources for community college faculty are discipline specific and focus on the primary IB-related courses taught at community colleges (e.g., IB, marketing, management, accounting, entrepreneurship, supply chain/logistics, and trade). Second, with Community Colleges for International Development (CCID) and MSU’s College of Education, CIBER will provide funding for a white paper series on internationalization in community colleges. White papers will be composed by community college experts and will be freely distributed to MSU’s database of some 15,000 business faculty/administrators at the approximately 1,132 community colleges in the U.S. Third, MSU will establish dissertation grants to Ph.D. in MSU’s College of Education to conduct research on globalization at community colleges, identifying best practices and creating white papers which can be used to communicate relevant learning for community college faculty and administrators.

Goal Area

5

Research designed to promote international competitiveness of American businesses. [Sec. 612(c)(1)(F)]



Goal Area 5 is addressed by 31 activities in 9 project categories

The 31 activities addressed for Goal Area 5 are in the following 9 project categories: CIBER-led Research on International Competitiveness (Project 5a, EXHIBIT 6); Non-Business

Partnerships for Research on International Competitiveness (5b); Business-Focused Partnerships for Research on International Competitiveness (5c); Faculty and Doctoral Student Research (5d); CORE Online Diagnostic Tools (5e); Dissertation Grants on Community Colleges (5f); Globalization of Community College Education (5g); and CIBER/Byington International Marketing Speaker Series (5h); and Applied International Economics Seminar Series (5i). As EXHIBIT 8 illustrates, the 31 activities in Goal Area 5 were developed to adhere to HEA Sec. 612(c)(1)(F) and to address Purposes 1, 3, 4, 5, and 6; and Competitive Priorities 1 and 2. Sample activities include: benchmarking of Michigan companies; International Business Education Index (IBEX) for Community Colleges and MSI; partnerships with all of MSU’s International Studies and Programs’ (ISP) centers to nurture area/thematic research; partnerships with all of the Broad College’s centers to nurture topic-specific research (including with our world #1 supply chain program); establishing an industry–academic International Business Science Institute; faculty and doctoral student research on “global strategic and sustainable value chains”; CIBER/Byington International Marketing Speaker Series; and the Applied International Economics Seminar Series. These activities, and more, for Goal Area 5 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Three featured CIBER activities in Projects 5a, 5b, and 5c are highlighted: International Business Education Index (IBEX) for Community Colleges (IBEX-CC) and for Minority-Serving Institutions (IBEX-MSI); International Business Science Institute; and research on international competitiveness with MSU’s non-business and business centers. *First*, IBEX has become the standard benchmarking tool to understand international business education at community colleges. Much of MSU’s programming for community colleges is in response to the IBEX benchmarking. CIBER will continue to support the IBEX for Community Colleges (IBEX-CC). For example,

MSU’s faculty development programs for community colleges (e.g., 3f, 3g, 7a, 8f, 10c), for example, are superbly well-liked because they target specific needs based on IBEX benchmarking. Second, the mission of the proposed International Business Science Institute will be to “facilitate business-academic collaboration and align important practical IB problems with academic research to improve companies’ international competitiveness.” Third, MSU has an accomplished set of International/Area Studies Centers which we will partner with to conduct research on international competitiveness as it pertains to Africa; Asia; Canada; Europe, Russia, Eurasia; Latin America; development; food systems; agriculture and natural resources; STEM and engineering; health; and anti-counterfeiting and product protection. Likewise, the Broad College has a set of centers that CIBER will draw on to research supply chains; value chains; entrepreneurship; innovation; business and social analytics; railways; venture capital; and business transformation.

Goal Area

6

Programs available to members of the business community and other professionals designed to develop or enhance their international skills, awareness, and expertise. [Sec. 612(c)(1)(C)]



Goal Area 6 is addressed by 36 activities in 12 project categories

The 36 activities addressed for Goal Area 6 are in the following 12 project categories: globalEDGE.msu.edu (Project 6a, EXHIBIT 6); Online Master Certificates and Business Training (6b); Global Business Club of Mid-Michigan (6c); International Trade Center of Mid-Michigan (6d); Michigan Regional Export Network (6e); Export Education for Businesspeople and Other Professionals (6f); Business Executives-in-Residence (6g); Michigan Export Growth Program (6h); Export Michigan (ExportMI.org) (6i); Internationalizing Executive Development (6j); Global Sustainability Center (6k); and Anti-Counterfeiting and Product Protection (6l). As

EXHIBIT 8 illustrates, the 36 activities in Goal Area 6 were developed to adhere to HEA Sec. 612(c)(1)(E) and to address Purposes 2, 3, 4, 5, and 6; Competitive Priority 1; and Invitational Priority 1. Sample activities include: globalEDGE resources; online Master’s Certificates and business training; regional leadership of important associations (GB Club; ITC); export assistance to Michigan businesses; export education for business people and trade professionals; and a plethora of activities to internationalize professionals’ knowledge and skills (e.g., supply chains, strategy, cross-cultural management, anti-counterfeiting, business languages, exporting, sustainability). These activities, and more, for Goal Area 6 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Three valuable activities to the business community in industry–academic partnerships are in Projects 6d, 6e, 6i, and 6k: International Trade Center (ITC) of Mid-Michigan (6d); Michigan Regional Export Network (REN) (6f); Export Michigan (ExportMI.org), and the Global Sustainability Center (6k). *First*, ITC of Mid-Michigan and the Michigan Central Regional Export Network are now housed at MSU’s CIBER. These are complementary units that serve Michigan’s trade and exporting interests. The REN covers 24 of Michigan’s 83 counties and the ITC roughly captures the same markets (the REN is a strategic partnership with the Michigan Governor’s Office and the ITC is a strategic partnership with numerous mid-Michigan organizations – see Project 6d for partners). *Second*, in its partnership with the State of Michigan, CIBER will maintain a statewide, export-focused website (ExportMI.org) with tools, resources, and directories for Michigan businesses looking to export. Major features include (1) target markets and industries, (2) export services directory, (3) event calendar, and (4) online export tools. The site also has the industry-specific Market Potential Indicators (MPI). *Third*, the Global Sustainability Center will be structured as a sub-unit within MSU-CIBER. The goal is to dedicate resources and a focus on

research, training, and activities that relate to the United Nation’s “Sustainable Development Goals” (that were ratified by 193 countries in 2015 as a follow-up to the earlier UN Millennium Goals from 2000). Dr. Tomas Hult, MSU’s CIBER Principal Investigator, has spoken several times as an expert and engaged at the United Nations Conference on Trade and Development (UNCTAD) and the World Investment Forum on the topic of the Sustainable Development Goals. The worldwide goal of achieving the SDGs by 2030 is an admirable focus for a CIBER in its quest to facilitate the U.S. becoming more internationally competitive in a responsible way.

Goal Area

7

Faculty development programs.

[Sec. 612(c)(1)(A), Sec. 612(c)(1)(B), and Sec. 612(c)(2)(G)]



Goal Area 7 is addressed by 11 activities in 2 project categories

The 11 activities addressed for Goal Area 7 are in the following 2 project categories: Faculty Development in International Business (FDIB) Programs (Project 7a, EXHIBIT 6); and Faculty Development Grants (7b). As EXHIBIT 8 illustrates, the 11 activities in Goal Area 7 were developed to adhere to HEA Sec. 612(c)(1)(A), Sec. 612(c)(1)(B), and Sec. 612(c)(2)(G) and to address Purposes 1, 2, and 6; Competitive Priority 2; and Invitational Priority 1. Sample activities include: International Business Institute for Community College Faculty “On the Road”; collaboration with the Michigan Community College Association; education abroad for community college faculty to Southeast Asia and Sub-Saharan Africa; Business Language Conference; Applied International Economics Seminar Series; CIBER/Byington International Marketing Speaker Series; and Faculty Development Grants (including a core focus on non-MSU faculty, faculty at community colleges, and MSIs). These activities, and more, for Goal Area 7 can

be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Three FDIB activities in 7a and 7b are highlighted: collaboration with the Michigan Community College Association; FDIB Program for Community College Faculty to Southeast Asia; and development grants earmarked for faculty at community colleges and MSIs. *First*, with the Michigan Community College Association, MSU-CIBER will offer workshops for Michigan’s community college *presidents* to advance internationalization on all 28 two-year campuses in Michigan (“Michigan Presidential Leadership on Internationalization Initiative”). The presidential leadership workshops will focus on trends in globalization, a global workforce, and infrastructure development. *Second*, the FDIB Program for Community College Faculty to Southeast Asia is designed to provide faculty with first-hand international experience that can be leveraged in the classroom upon their return. The program includes events, lectures, tours, and reflective sessions that are thematically linked. Expected outputs include development of partnerships; creation of education abroad programs; and development of new IB courses. Program partners include NACCE and MSU’s Asian Studies Center. *Third*, to facilitate participation in FDIB programs (7a), development grants (7b) will be earmarked for community colleges and MSIs.

Goal Area

8

Outreach activities or consortia to provide expertise regarding research, curriculum development, faculty development, and exchange programs. [Sec. 612(c)(2)(E)]



Goal Area 8 is addressed by 12 activities in 8 project categories

The 12 activities addressed for Goal Area 8 are in the following 8 project categories: International Business Doctoral Consortium (Project 8a, EXHIBIT 6); Faculty Development Grants

(8b); Michigan Business Network (8c); IB Case Study Competition (8d); Community College Growth Program (8e); IB Institute “On the Road” (8f); Community College Global Summit (8g); and FDIB Education Programs (8h). As EXHIBIT 8 illustrates, the 16 activities in Goal Area 8 were developed to adhere to HEA Sec. 612(c)(2)(E) and to address Purposes 1, 2, 3, 4, 5, and 6; Competitive Priorities 1 and 2; and Invitational Priority 1. As such, Goal Area 8 is tremendously comprehensive, addressing all purposes and priorities in CFDA Number 84.220A. The activities are generally listed in separate categories for Goal Area 8 so we will not repeat them here except to note that the Institutes for Community College Faculty are proposed to be held four to six times annually, and CIBER funding for faculty grants are earmarked to non-MSU faculty, community colleges, and minority-serving institutions (MSIs) (MSU faculty development grants come from matching funds only). These activities, and more, for Goal Area 8 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Three outreach activities are highlighted in this section: Internationalizing Doctoral Education in Business (8a); globalEDGE Business Beat on the Michigan Business Network (8c); and the International Business Institute for Community College Faculty “On the Road” (8f). *First*, MSU is taking on significant administrative facilitation of what used to be called Internationalizing Doctoral Education in Business (IDEB), now pairing the doctoral consortium with the Academy of International Business (AIB) and the Sheth Foundation. A powerful synergy can be leveraged by the CIBER-AIB-Sheth collaboration for some 80 doctoral students annually. *Second*, the globalEDGE Business Beat (gBB) is intended to be “Your Source for Global Business Knowledge on the Airways” (via Internet radio broadcasts and podcasts). gBB is one of several activities in strategic collaboration with the Michigan Business Network (michiganbusinessnetwork.org) and mid-Michigan strategic partners (e.g., annual benchmarking research, monthly business luncheons

attracting about 200 people, and gBB radio show hosted by Tomas Hult). gBB covers discussions with a range of global business leaders, government, and academics on latest thoughts, tools, and global markets. The show is hosted by MSU’s CIBER and will be available worldwide via MBN and globalEDGE. Third, modeled after MSU’s successful IB Institute for Community College Faculty, MSU is fully focusing on the IBI “On the Road” (also discussed in 3f as one of several collaborative projects with CCID). For the 2018-2022 grant cycle, MSU will lead the efforts to offer at least four workshops around the country each year (16 times in the 4-year period). We will continue to partner with CCID, as well as with NACCE and interested universities to identify community college hosts across a broad cross-section of the U.S. to offer workshops, which also incorporate regionally-significant workforce and economic development content.

Goal Area

9

Programs on and using technology-related disciplines for development & dissemination of teaching and resource materials. [Sec. 612(c)(2)(F)]



Goal Area 9 is addressed by 26 activities in 5 project categories

The 26 activities addressed for Goal Area 9 are in the following 5 project categories: Dissemination via Technology-Related Disciplines (Project 9a, EXHIBIT 6); Dissemination of Publications (9b); CIBER Publications Program (9c); Social Media Communities (9d); and Michigan Business Network (9e). As EXHIBIT 8 illustrates, the 26 activities in Goal Area 9 were developed to adhere to HEA Sec. 612(c)(2)(F) and to address Purposes 1, 2, 3, 4, 5, and 6; and Competitive Priorities 1 and 2. Sample activities include: globalEDGE.msu.edu; Broad College of Business’ Global Initiatives website; several industry-supported publications (including in partnership with the U.S. Department of Commerce); Market Potential Index (including customized MPI industry reports); social media communities; and the Michigan Business Network

portfolio of activities. These activities, and more, for Goal Area 9 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Two programs that use technology-related vehicles are highlighted here: globalEDGE – “Your Source for Global Business Knowledge” (9a) and the globalEDGE Market Potential Index (9c). First, globalEDGE.msu.edu is the world-leading website for international business resources. Specifically, globalEDGE has been ranked #1 since 2004 by Google for “international business resources.” As part of the 2018-22 grant, we will develop new content (e.g., Current Topics in IB” section focused on such areas as urbanization, demographics, and FDI). This new content will enhance our partnerships with organizations such as the U.S. District Export Councils, U.S. Department of Commerce, American Marketing Association, Academy of International Business, and State of Michigan. globalEDGE serves these organizations with real-time data and materials. Second, the globalEDGE Market Potential Index (MPI) has been reported annually since 1996 (and is also disseminated via globalEDGE). In addition to the current format that provides overall guidance to help U.S. companies assess global markets, we will also offer an increasing number of industry-specific MPIs with indicators tailored to considerations of different industries.

Goal Area

10

Development of opportunities for business students to study abroad.

[Sec. 612(c)(2)(A,B,C,D)]



Goal Area 10 is addressed by 16 activities in 4 project categories

The 16 activities addressed for Goal Area 10 are in the following 4 project categories: International Business Internships (Project 10a, EXHIBIT 6); International Linkages with Universities (10b); International Business Institute for Community College Faculty “On the Road” (10c); and Education Abroad Opportunities (10d). As EXHIBIT 8 illustrates, the 16 activities in

Goal Area 10 were developed to adhere to HEA Sec. 612(c)(2)(A,B,C,D) and to address Purposes 1, 2, 4, 5, and 6; Competitive Priorities 1 and 2; and Invitational Priority 1. Sample activities include: industry and association partnerships for internships; linkages with 325 institutions worldwide and new partnerships; IB Institutes 4-6 times annually for Community College Faculty that facilitate faculty internships as continuation programs; and myriad education abroad opportunities. These activities, and more, for Goal Area 10 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Two linkage activities serve as the finale of MSU’s proposed activities: Leveraging the IBI for Community College Faculty “On the Road” for development opportunities for business students at community colleges to study abroad (10c) and facilitating the business offerings of MSU’s nation-leading education abroad program (10d). First, we will leverage the activities of the IBI for Community College Faculty “On the Road” to facilitate community college faculty developing opportunities for business students at community colleges to study abroad. This also strategically deepens MSU-CIBER’s engagement with CCID, NACCE, and other partners. Second, as also included among the exemplary projects in EXHIBIT 12, MSU is a national leader in education abroad and has developed a set of 325 study abroad programs in 80 countries on all seven continents. About 50 of the programs are organized by Broad College of Business (see educationabroad.msu.edu/programs). Leveraging Broad College partners (e.g., Global Business Schools Network; gbsnonline.org), Academy of International Business, MSU and Broad College of Business alumni clubs worldwide, and other partnerships aids the continual development of MSU’s business-based portfolio of education abroad programs. MSU-CIBER is the administrative home and developmental resource provider for business study abroad. The Director of Business Education Abroad (Dr. Kirt Butler) also reports to the CIBER Director.



2. SIGNIFICANCE

- 2 (a) Describe the **national significance** of the proposed project *and*
- 2 (b) Describe the **importance/magnitude** of the results or outcomes likely to be attained by the proposed project.

Given the intertwined nature of subsections 2a and 2b, they are addressed concurrently throughout to focus on the national significance for 2a and corresponding importance/magnitude for 2b, with clear labelling for **national significance** and **importance/magnitude**. EXHIBIT 8 illustrates how the 10 Project Goal Areas target the six mandates, two competitive and one invitational priorities. EXHIBIT 6 summarizes Projects 1a to 10d, and the “CIBER Performance Measure Form” is in EXHIBIT 20. **EXHIBIT 12** presents 10 sample projects with national significance, details the importance/magnitude, and illustrates product quality and portability. MSU has planned projects to be of national significance and importance/magnitude by focusing on five areas: (1) Enhancing the competitiveness of U.S. businesses; (2) Training and educating business leaders and entrepreneurs; (3) Developing portable programs for “multiplier” groups; (4) Developing competence in international business, languages, and area studies; and (5) Training, educating, and motivating students. The five areas are addressed for Section 2a on **national significance** and Section 2b on **importance/magnitude**.

(1) Enhancing the Competitiveness of U.S. Businesses

The **national significance** of the proposed activities is due, first and foremost, to their potential for enhancing the international competitiveness of U.S. businesses. This area is addressed in all of the projects (1a to 10d) but in particular in 4a-g, 5a-i, and 6a-l. For example, MSU’s Michigan Export Growth Program (MEGP) in 6g illustrates the link to competitiveness of U.S.

businesses. In fact, former U.S. Commerce Secretary Penny Pritzker, in announcing the NEI/NEXT – the next phase of the country’s “National Export Initiative” – stated that “exports are critical to the U.S. economy.... They fuel growth in our communities, support good middle class jobs, and unlock opportunity for American companies.” In response to the NEI/NEXT initiatives, and to be of national significance, in line with GPRA CIBER Measure 3 (export activities), MSU is proposing to implement a large portfolio of exporting-related programs to benefit the nation (Projects 1c, 1d, 2d, 3a, 3b, 3c, 3d, 3g, 4a, 4b, 4g, 5a, 5b, 5c, 5e, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 8c, 9a, 9b, 9e, and 10a).

The importance/magnitude of these programs is large. For example, MSU’s CIBER has assisted more than 2,000 companies in Michigan and 15,000 companies in the U.S. with exporting services (see maps below of cities in the U.S. and Michigan in which MSU has provided company services). The backbone for these CIBER-funded services is the leading knowledge that MSU can offer via its international business research and globalEDGE.msu.edu (both included as exemplary projects in EXHIBIT 12 on “enhancing the competitiveness of U.S. businesses”). The importance of exporting for U.S. companies cannot be overstated. Statistics from the International Trade Administration show that workers in export-intensive industries earn, on average, 18 percent more than workers in other industries. **MSU’s Michigan Export Growth Program, in 2017 alone, helped companies generate an estimated \$25 million in new export sales by achieving 350 new market entries to 23 countries.**



(2) Training and Educating Business Leaders and Entrepreneurs

Training and educating individual business leaders and entrepreneurs is of *national significance*. This area of significance is primarily addressed by Projects 6a-1 but also 1a-e and 3a-g. In EXHIBIT 12, we highlight two projects of national significance targeted to “training and educating business leaders and entrepreneurs” (see EXHIBIT 12): (1) a new training tool on the Michigan Business Network (MBN) and (2) the uniqueness of leading the Michigan Regional Export Network (MREN). Nationwide, the MBN provides a platform to share global trade training to business leaders and entrepreneurs in all 50 U.S. states, while the MREN connects Michigan businesses with MSU-CIBER’s global knowledge, international market assessment, and network training purposes. Also, since the U.S. market currently cannot support the influx of businesspeople wanting training in international business, MSU is developing several global online “Master Certificates” to offer training to business leaders and entrepreneurs (6b, 6f, 6j). These online training programs for businesspeople are proposed in direct response to market research. According to Bisk Education and IPEDS, only 14 percent of current IB programs are online, but they capture 37 percent of enrollments.

There is a strong *importance/magnitude* associated with this gap in training opportunities currently. An “opportunity analysis” conducted by Bisk shows a 19 percent recent upturn in people seeking masters in international business. Some 3,000 businesspeople are now annually seeking master degrees in IB, and the projected issue is large with more than 500,000 new jobs in international business projected between now and 2022 in the U.S. Also, statistics from the report titled *U.S. Business Needs for Employees with International Expertise* (sponsored by Carnegie Corporation of New York, Coalition of International Education, Henry Luce Foundation) address importance and magnitude: 80 percent of U.S. firms could increase their overall business if more

employees had international expertise; 39 percent of companies have failed to take advantage of selling internationally due to lack of employees' international competence; and 83 percent of companies will place greater importance on global competence in the next 10 years than they do currently.

(3) Developing Portable Programs for “Multiplier” Groups

The impact of MSU's projects on “multiplier” groups – such as development agencies, small business development centers, industry, professional associations, and community colleges – is of *national significance*. Projects 2a-d, 3a-g, 4a-g, 6a-l, 7a-b, 8a-h, and 9a-e are the primary ones which address significant projects for “multiplier” groups. As illustrated in EXHIBIT 10, MSU has formed strategic alliances (see Project 3g) and planned activities with more than a dozen multiplier groups. This includes, for example, American Association for Community Colleges, U.S. District Export Councils, National Association for Community College Entrepreneurship, California International Trade Development Centers, Michigan Community College Association, Michigan Business Network, and many more. These multiplier groups are strategically aligned with MSU-CIBER and are important in fulfilling the mandates and competitive priorities in CFDA No. 84.220A. The portability of multiplier programs is also appropriate given that U.S. tax payers are in favor of leveraging the CIBER mandates and priorities across multiplier groups (see EXHIBIT 13, *2018 International Expertise in Universities Study*); at least 80 percent favor each mandate and priority.

In involving the community college associations, various business groups, and online programming, the strategic multiplier alliances will have great *importance/magnitude*. These programs will affect tens of thousands of people annually and the potential is even larger. For example, in 2017, Michigan's export value was \$53.2 billion, and about 261,338 jobs (up from

133,400 in 2012) were directly supported by 14,843 exporting companies (89% of these companies are SMEs with fewer than 500 employees). The 28 community colleges in Michigan enroll 411,764 students (up from 267,000 in 2012), and business administration and closely related fields have the highest percentage enrollment. For example, through strategic alliances with multiplier groups, MSU has provided services to more than 2,000 of the roughly 15,000 Michigan companies that exported in 2017 and to 24 of 28 community colleges in the state (and some 15,000 companies and 176 educational institutions nationwide along with more than 1,000 community college faculty). The proposed multiplier projects will elevate MSU's outreach even more for national significance.

(4) Developing Competence in International Business, Languages, and Area Studies

The impact on the development of faculty competence in international business, languages, and international/area studies is of *national significance*. This area of significance is addressed via Projects 2a-d, 3g, 4a-g, 7a-b, 8a-h, and 9a-e. MSU targets programming for educators at the community colleges, minority-serving institutions (both community colleges and four-year universities), and four-year university faculty (i.e., teaching schools, research schools). EXHIBIT 12 illustrates two areas of national significance targeted by MSU in this proposal, including (1) business language initiatives and (2) programming for community colleges. For example, for 2018-2022, MSU has partnered with American Association for Community Colleges; Community Colleges for International Development; Michigan Community College Association; National Association for Community College Entrepreneurship; and 70 community colleges across the country (including our local Lansing Community College) to maximize national significance in international business, languages, and areas studies at two-year schools.

At the highest level of importance/magnitude, MSU has always focused on the needs of community colleges (for the 2018-2022 grant cycle, for example, we propose a plethora of 26 community college-centered project categories to address Competitive Priority 2; see Projects 1b, 2a, 2d, 3a, 3b, 3e, 3f, 3g, 4c, 4d, 4e, 4g, 5a, 5f, 6a, 6c, 7a, 7b, 8b, 8e, 8f, 8g, 9a, 9c, 10a, and 10c). Community colleges educate 40 percent of students (12.1 million) in the U.S. (American Association of Community Colleges). AACC states, “pressure is increasing for community colleges to foster an awareness of foreign cultures and the interconnected nature of the world economy.” In the *2016 Benchmarking Study on International Business Education at Community Colleges*, it is clear that the 1,132 community colleges in the U.S. are becoming more interested in teaching international topics; the basic course in international business, for example, is now taught by 69 percent of community colleges, an increase from 51 percent in 2008. But, according to the same *Benchmarking Study*, minimal investments have been made in organizational infrastructure, funding, and investment in faculty at community colleges to teach international topics (and these investments are even worse at minority-serving community colleges). Some 9.8% of community colleges’ programs are teaching international knowledge; meanwhile the expectation for the U.S. to maintain its international competitiveness is that these same community colleges need to increase their international programming to 27.1% by 2026 (IBEX 2016). MSU’s proposed projects will alleviate this disinvestment for community colleges.

(5) Training, Educating, and Motivating Students

MSU’s projects with respect to the training, educating, and motivating students have national significance. In EXHIBIT 12, we highlight two programs with national significance, including MSU’s leading education abroad and internship program (1b, 1c, and 10d) and the MSU Broad College of Business’ initiative to instill a broad and deep “global mindset” in all of its

Bachelor graduates (the Broad College has some 6,500 undergraduates). Additionally, in collaboration with the Academic Internship Council, MSU will also develop an ongoing workshop series on helping students obtain international internship opportunities. A very direct effect on training, education, and motivation of students can be seen in the proposed Projects 1a-e and 10a-d, addressing the need for integrative coursework for students. Per MSU's Office of Education Abroad, MSU prioritizes "programs that offer undergraduate students the opportunity to undertake research as well as those that offer a community engagement component."

The importance/magnitude of study abroad and international internships is long-standing for the nation. MSU prides itself on being one of only a few institutions generally in the top 10 in the nation for student participation in both study abroad (outbound) and foreign student attendance (inbound). For thousands of MSU and non-MSU students, the CIBER grant is important to facilitating MSU's 325 study abroad and internship programs for students nationwide (the business study abroad/internship programs did not exist prior to CIBER). Additionally, as one of the largest business schools in the U.S., MSU's Broad College of Business has a tremendous number of undergraduates who receive a world-class education. Using CIBER's infrastructure and funding foundation, the Broad College will implement a global mindset requirement of all of its undergraduates – with a core international business course at the front-end of the business education, a core global strategy/policy course at the back-end, and myriad global business and area/international studies requirements in between (some 20 percent of the courses will be 100 percent focused on global issues).

OVERALL National Significance and Importance/Magnitude

To end Section 2, we refer to EXHIBIT 9, which illustrates MSU's multiplicity of approaches to internationalization. MSU has a rich international fabric to draw on to plan CIBER

projects – some 1,400 MSU faculty engage in international research, teaching, and/or outreach in 176 countries (including all 55 countries in Africa). Importantly, using *MSU’s World-Grant Ideal* template and building on MSU’s foundation as a land-grant institution (i.e., deep commitment to outreach and engagement, engage.msu.edu), we created a budget which has dedicated *all federal funding to outreach programs* for maximum reach and impact (see EXHIBITS 19 and 22; Budget Notes and Budget Narrative). MSU’s amazing match support along with its outreach focus is also evident in the multiple levels of the “Quality of Project Evaluation” (Section 7). The MSU administration believes in the CIBER program; will provide a strong match of resources if funded (\$2.1 million cash match plus in-kind funds); and will be part of the proposed work agenda for maximum significance. Thus, the multiplier effect of MSU’s programs results in significance which is greater than could otherwise be expected by drawing on the university’s global fabric.

In summarizing the significance of what we have proposed for 2018-2022, MSU has developed a portfolio of 197 activities that draws on our history and sets our path forward to deliver programs that are of national significance, very important, and of great magnitude. MSU’s work agenda will meaningfully build on the experiences of millions of people who have already been positively affected by our programs. We humbly submit that we will implement a CIBER program over the next four years that is even loftier than previously. We build on attainments, for example from 2017, that had involvement of **10 MILLION** users on globalEDGE; 33 business outreach programs involving **3,079 MANAGERS**; and 57 education programs involving **3,013 FACULTY**, ultimately impacting 176,880 students nationwide. Our proposal for the 2018-2022 grant period builds on this history, commitment, and dedication to the CIBER program and the primary focus on outreach to elevate community colleges, minority-serving institutions, businesses, and associations on international competitiveness.



3. QUALITY OF THE PROJECT DESIGN

3 (a) Describe the extent to which the proposed activities constitute a coherent, sustained program of research and development in the field, including, as appropriate, a substantial addition to an ongoing line of inquiry.

MSU has proposed an overall CIBER portfolio of projects for 2018-2022 that is of national significance and great importance/magnitude to increase the nation's international competitiveness. As such, this proposal includes a strategic plethora of 63 project groups and 197 activities. Within the portfolio of projects, MSU is keenly focused on addressing the significant needs in Competitive Priority 1 ("Business Collaboration"). The strategic focus of both priorities is linked to MSU's long-standing history of coherent and sustained programming within the CIBER grant – e.g., MSU has provided exporting services (and in numerous cases facilitated internships and exporting experiences for students) to more than 15,000 companies nationwide and development programs to more than 1,000 community college faculty from 44 U.S. states.

Importantly, MSU is not resting on its laurels; instead, the CIBER proposal for 2018-2022 is stressing the "Quality of Project Design" by intensifying MSU's outreach efforts by substantially adding to an ongoing line of inquiry (programming) in "Business Collaboration" and "Community College Collaboration" (Competitive Priorities 1 and 2), as described in Section 1 and outlined in EXHIBITS 6 and 20. Additionally, we have planned numerous new projects of national significance, importance, and great magnitude to address the six mandates in Sec. 612 (a)(2) and the Special Rule of Sec. 612 (a)(3). At the same time, high-impact existing projects (e.g., globalEDGE, Export Growth Program, community college programs) will be retained because of their national significance (e.g., in 2017, as a sample, MSU-CIBER offered

33 business outreach programs involving 3,079 Managers and 57 educational programs involving 3,013 faculty, impacting 176,880 students nationwide). The strategic portfolio of new projects, existing high-impact projects, and projects directly targeting the Competitive Priorities are embedded in MSU’s “world-grant ideal” (<http://worldgrantideal.msu.edu>).

As a backdrop to the Quality of the Project Design, MSU was founded in 1855 as the pioneer land-grant university and is one of 62 institutions in the prestigious Association of American Universities. MSU is one of the largest and most diverse universities, offering a curriculum of more than 200 programs to 50,019 students from all 83 counties in Michigan, all 50 states in the nation, and 133 other countries (some 8,000 foreign students). Of MSU’s 5,666 total faculty, some 1,400 faculty conduct teaching, research, and/or outreach in 176 of the globe’s 196 countries. A national leader in study abroad (325 foreign partnerships in 80 countries), MSU also offers about 300 foreign language and 800 international courses. With this “global” foundation, MSU’s world-grant ideal is a fantastic framework to capture the fabric of the proposed projects and the Quality of the Project Design in Section 3. Committed to core values of quality, inclusion, and connectivity that made land-grant universities among the best, MSU has set a path to adapt these values “to address individual, societal, and economic challenges for sustainable global prosperity in the 21st century.”

“Sustainable global prosperity” also feeds well into the Quality of the Project Design of the activities in EXHIBIT 6 (which was introduced in Section 1 and provides an overview of MSU’s Project Goal Areas, activities, and coordinators). In addition, EXHIBIT 15 summarizes, in a one-page overview, the general implementation plan by project types. EXHIBIT 16 summarizes, as a sample, the steps in the “tactical plan” used to organize the renowned International Business Institute for Community College Faculty, described in 8f in Section 1. EXHIBIT 7, introduced in

Section 1, depicts strategically the Quality of the Project Design by MSU – tying vision, guiding principles, mission, and focus areas together in a coherent, sustained program of research and development in the field. This provides MSU with strategic potential to contribute substantial additions to its ongoing line of inquiry into increasing U.S. international competitiveness within the goal-planned structure of three focus areas: **Knowledge Development, Knowledge Deployment, and Cultural Competitiveness** (Projects 1a to 10d each fall into at least one area).

Knowledge development refers to a coherent, sustained program of research and development that produces leading-edge knowledge on international competitiveness. The multifaceted knowledge development projects are described among Project Goal Areas 4 and 5 of Section 1 (i.e., research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula; research designed to promote international competitiveness of American business). The broad focus of knowledge development initiatives for the 2018-2022 grant centers on “strategic value chains for increased international competitiveness” (tied to the overall theme of MSU’s proposal). Within this all-encompassing value-chain theme, drawing on MSU’s top ranking in supply chain management (*U.S. News & World Report* 2019), MSU will conduct rigorous research in international business; benchmarking on international competitiveness; updates to the International Business Education Index for Community colleges; maintenance of our long-standing state-of-the-art contributions on global supply chains; and much more.

Some of these studies that support building the knowledge and skills needed to maximize the national significance of Projects 1a to 10d are investigated by MSU’s CIBER team, while others are in collaboration with an established network of research associates (see EXHIBIT 6, Areas 4a-g and 5a-i). MSU is fortunate to have a world-leading business faculty, from which 75

of its business faculty are from 23 countries and teach, research, and/or provide service on international issues (i.e., the majority of the 120 faculty in MSU's Broad College of Business participate in international activities). CIBER draws on this faculty and also more than 170 interdisciplinary colleagues throughout some 30 international centers/institutes on MSU's campus for high-quality project design. Additionally, EXHIBIT 10 has a sample of CIBER's network of campus, national, and international collaborators.

Knowledge deployment refers to a coherent, sustained program of research and development that centers on deploying leading-edge knowledge on international competitiveness to offer development programs and products that add substantial value to target groups. The comprehensive knowledge deployment projects are described among Project Goal Areas 1, 2, 7, and 8 in Section 1 (i.e., Interdisciplinary programs which incorporate foreign language and international studies in business and professional curricula; Interdisciplinary programs which provide business and other professional training for foreign language and international studies faculty and degree candidates; Faculty development programs; and Outreach activities or consortia to provide expertise regarding research, curriculum development, faculty development, and exchange programs). This myriad of projects speaks volumes about the significance that MSU places on the deployment of IB knowledge and skills in the country. This ranges from the world-leading globalEDGE (6a); to International Business Institutes for Community College Faculty (8f); to a variety of new programs and courses for undergraduate, graduate, and executive participants (1a-1c, 6b-6f, 6j); to programs for language faculty at community colleges (2a-2d); and so on. The large number of satisfied businesses, community college faculty, and web users, among others, who have participated in previous programs (see

Section 2) also provides a great forecast for the potential quality of the project design for the proposed 197 activities for 2018 to 2022 (see EXHIBIT 6).

Cultural competitiveness refers to a coherent, sustained program of research and development that centers on using leading-edge knowledge on international competitiveness to instill such knowledge and “cultural fabric” in business and society. The wide-ranging cultural competitiveness projects are described among Project Goal Areas 3, 6, 9, and 10 of Section 1 (i.e., Collaborative programs, activities, or research involving institutions, associations, businesses, including outreach activities and consortia; Programs available to members of the business community and other professionals designed to develop or enhance their international skills, awareness, and expertise; Programs on and using technology-related disciplines for development and dissemination of teaching and resource materials; and Development of opportunities for business students to study abroad). Our goal is to develop a “global mindset” (e.g., 1a) and cultural values that are instilled in the nation’s stakeholders. U.S. competitiveness depends on a globally competent workforce; such a workforce needs to have not only global knowledge and skills but also a global mindset embedded in their lives. MSU has proposed several projects that strive to facilitate this cultural know-how and societal change. For example, three new projects developed in the spirit of affecting the mindset of business and society are: the global mindset curriculum for undergraduates (1a); online Master’s Certificates in International Business, which will offer businesspeople knowledge and skills on global supply chains, global strategy, and a plethora of IB topics in their own surroundings (6b and 6f); and the fully Online Master of Science in International Business (MIBS) targeting non-business undergraduates in STEM areas, international/area studies, and non-business professional fields to infuse a global mindset in their profession (1a).



4. QUALITY OF THE MANAGEMENT PLAN

4 (a) Describe the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

In Section 4(a), we elaborate on the structure, processes, time commitments, and knowledge and skills that are in place for MSU to develop and implement CIBER projects within a cost-efficient budget and on time. An important component of addressing Section 4(a) is **EXHIBIT 20 – CIBER Performance Measurement Form (PMF) – which provides a detailed understanding of the project goal statements (PMF 1), performance measures (PMF 2), and activities (PMF 3), plus a summary of the target focus.** EXHIBIT 6 also includes responsible individuals and yearly timelines. EXHIBIT 20, with its fine-grained detail, is also one important component of Section 7 on the “Quality of Project Evaluation” in this Application Narrative. As such, we have carefully connected the structure, processes, and time commitments in Section 4(a), “Quality of the Management Plan,” with the comprehensive plan for “Quality of Project Evaluation” (Section 7) and responsibilities (see EXHIBIT 6) to ensure clearly defined responsibilities, timelines, and outcomes that are measurable, sustainable, and within budget.

Physically, CIBER is housed in the International Business Center in MSU’s Broad College of Business. Together with some 30 international centers, CIBER is also a part of MSU’s International Studies and Program (see EXHIBIT 11 for CIBER alliances). Additionally, CIBER serves as the home of the International Trade Center of Mid-Michigan, Michigan’s Regional Export Network, and has a “Joint Partnership Agreement” with the U.S. & Foreign Commercial Services. The integration into college, university, and Michigan communities ensures that CIBER

is a stakeholder resource (e.g., Broad’s global initiatives, MSU’s “world grant ideals,” community colleges, and businesses). An organizational chart is in EXHIBIT 17. The qualifications, job descriptions, and responsibilities of the CIBER team are in Section 5.

Structure to Manage MSU-CIBER. Structurally, CIBER is an integral part of the Broad College of Business and MSU. The CIBER Director serves as the Director of the International Business Center, is a member of the Senior Administrators Group of the College, and is a member of MSU’s International Studies and Programs Executive Committee. The CIBER Director reports directly to the Dean. The direct reporting to the Dean of the Broad College of Business stresses the importance of CIBER within the college’s structure. In that capacity, Dr. Tomas Hult, as CIBER Director, is responsible for the College’s international activities. CIBER is the Broad College’s focal point for international activities, including faculty development, curricular initiatives, education abroad, research, executives-in-residence, faculty visitors, business outreach, and other international programs. CIBER is also a key structural link between all departmental units and the primary integrator of teaching, research, and service in the Broad College of Business’ internationalization efforts. Appreciatively, CIBER is a visible center – depended on by university administrators, faculty, students, public policy makers, economic development people, and the business community. CIBER staff alternates between assisting and guiding these constituents in programs (e.g., advising on international curricular materials, faculty research, pro bono exporting services) and assuming the primary responsibility for designing and implementing projects (e.g., education abroad initiatives, e-Learning technologies, collaboration with Michigan businesses and state government).

Processes to Manage MSU-CIBER. In addition to structure, well-established processes ensure that project goals, measures, activities, targets, and outcomes (see PMF in [EXHIBIT 20](#)) will

be met on time and within budget. MSU has developed internal operating systems, reporting procedures, and monitoring mechanisms to ensure a high-quality management plan. Examples are: (1) an accounting system designed to track planned, current, and future expenditures for each project; (2) an activity and budget approval process that includes reviews at the CIBER and college levels and by the MSU Office of Contract and Grant Administration; and (3) a Research Committee which evaluates funding requests. Indeed, these are a few of the best practices that CIBER has developed within the infrastructure of MSU's *world-grant ideal*. Importantly, process elements of the management plan also include: detailed documents that outline each step of implementing a particular project (see EXHIBIT 16 for an illustration), guidance from the members of the CIBER Advisory Council (EXHIBIT 1), and formal evaluations completed by participants (described in detail in Section 7 on the Quality of Project Evaluation). The process elements contribute to an efficient, responsive, and rational management plan for CIBER that can achieve the greatest return-on-investment for increased international competitiveness of the country.

As evidenced by its comprehensive work scope and steady stream of tangible outcomes, MSU has demonstrated that it can achieve a high return-on-investment on the federal and matching funds. CIBER has the capacity to manage a complex set of activities within budget and on time. The staff is trained to handle multiple projects simultaneously; is successful in securing the participation of various on-campus and off-campus units in project implementation; and can fulfill the multiple roles of idea generator, detail work, manager, and entrepreneur. Indeed, MSU is fortunate to have a CIBER Team of 14 people with substantial experience and talent, numerous other individuals with relationships with CIBER (see EXHIBITS 17 and 18 and Section 5 of the Application Narrative), excellent institutional support, modern facilities, and very high campus

visibility. In addition to the CIBER Team, dozens of faculty directors, some 30 graduate and undergraduate student assistants, and several executives-in-residence round out the team.

Time Commitments to Manage MSU-CIBER. The existence of a talented, dedicated, and experienced CIBER team is a major reason why MSU is recognized for its leading CIBER programs, especially to community colleges, and businesses, and students. The time commitments of each CIBER member are detailed in the Budget (EXHIBITS 19 and 22). Additionally, time commitments to run a successful CIBER are part of the web in which MSU's CIBER operates. The CIBER team is joined by faculty, administrators, students, and community members in implementing a comprehensive agenda that meets and exceeds the purposes of the authorizing legislation and this grant cycle's competitive priorities (and that also captures the invitational priority). In addition to being well-integrated into the college, university, and community, CIBER has a tradition of working closely with some 30 international units at MSU, language departments, and strategically important organizations in the local and national international trade communities (e.g., Chamber of Commerce, Michigan Economic Development Corporation, State of Michigan, U.S. & Foreign Commercial Service, District Export Councils, Community Colleges for International Development). The CIBER team is also strengthened by a stellar set of executives-in-residence and a dedicated CIBER Advisory Council.

Knowledge and Skills to Manage MSU-CIBER. Section 5 on the "Quality of Project Personnel" provides a nice overview of the CIBER team's set of knowledge and skills. MSU's CIBER exemplifies breadth and depth in knowledge, skills, and tools to increase the international competitiveness of the U.S. and the constituency groups targeted in this proposal. Continuing to serve as Principal Investigator on the CIBER grant is **Dr. Tomas Hult**. He has served as Director of CIBER (and Director of MSU's International Business Center) since January 2001. Dr. Hult

has been instrumental in recruiting a talented CIBER team and strategically nurturing relationships in the local, regional, and national trade and exporting communities; among many accolades, he is an elected Fellow of the Academy of International Business and one of the most cited international business scholars in the world.

The MSU-CIBER team consists of 14 core individuals, including the Director, and some 30 student assistants (see EXHIBIT 17). As outlined in Section 5, these individuals are responsible for well-defined projects and operations (see EXHIBIT 6). The CIBER team includes **Dr. Tomas Hult**, Director; **Dr. Irem Kiyak**, Associate Director; **Dr. Sarah Singer**, Assistant Director; **Dr. Tunga Kiyak**, Outreach Coordinator; **Jade Sims**, International Trade Specialist; **Erkan Kocas**, International Trade Specialist; **Anne Hoekman**, Editorial Manager; **Ronda Bunnell**, Educational Programs Coordinator; **Kathy Kiessling**, Program Services Coordinator; **Dan Rosplock**, Program Coordinator; **Jamie Rytlewski**, Systems Analyst; **Dr. Kirt Butler**, Director of Education Abroad and Exchange Partnerships; **Dr. Ernie Betts**, Assistant Dean for Multicultural Business Programs; and **Bill Motz**, Professor of Business Administration at Lansing Community College. The approximately 30 students involved in CIBER are hired on a year or multi-year basis during their MSU studies. Additionally, the CIBER team is enhanced by some two dozen business faculty as Education Abroad Coordinators, 170 international/area studies faculty for CIBER projects, and some 1,400 MSU faculty engaged in teaching, research, and/or outreach in 176 countries. MSU is fortunate to have people with deep international knowledge and skills, and there is leverage within MSU's extended and virtual CIBER team to ensure that the management plan achieves its objectives of the proposed projects on time and within budget. Section 5 has the key personnel, and the **biographies** for an important sample of 40 individuals who are involved with MSU-CIBER are included in **EXHIBIT 18**.



5. QUALITY OF PROJECT PERSONNEL

5 (a) Describe the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

MSU and, importantly, its CIBER program are both committed to principles of equal opportunity, nondiscrimination, inclusion, and affirmative action. In accordance with Section 427 of the General Education Provisions Act (GEPA), we make a special effort to ensure equitable access to all program beneficiaries. MSU's programs, activities, and facilities are available to all without regard to race, gender, religion, creed, national origin, political persuasion, sexual preference, marital status, disability, or age. In fact, our MSU-CIBER team exemplifies this equitability (see 5c and EXHIBIT 18). As an affirmative action/equal opportunity employer, the quality of MSU's programs is validated through review by external agencies and by internal monitoring (including an annual report to the MSU Board of Trustees).

Today, inclusiveness at MSU is a multifaceted, comprehensive, and innovative set of programs designed to actualize the commitment of university policy, while ensuring compliance with the regulations governing assessment and establishment of hiring and promotional goals for women and members of minority groups. This inclusiveness also encompasses diversity of university programs that have been instituted to meet the needs of protected classes and other members of the university community. A compliance review of the university's Affirmative Action Compliance Program was recently conducted by the U.S. Department of Labor. MSU's programs are viewed as meeting the requirements of Executive Order 11246 and 41 CFR 60.

Guiding this effort on campus is MSU's Office for Inclusion and Intercultural Initiatives (inclusion.msu.edu). This office serves as a focal point for promoting inclusion and diversity, and has been designed to provide education, training, and programming to support inclusion efforts across campus. For example, Building Inclusive Communities is a university-wide initiative that reflects MSU's core value of inclusion and its rich history in supporting the efforts of every stakeholder to realize their full potential. This initiative encourages and supports all students, alumni, faculty, and staff as we carry this message forward, on campus and across the globe, to help build inclusive communities where diversity and differences are acknowledged as strengths. Naturally, this mission has direct bearing on CIBER and correlates well with the comprehensive set of activities that we have proposed. Indeed, CIBER regularly receives the highest marks for diversity efforts by Dr. Ernie Betts, Assistant Dean of Multicultural Business Programs.

MSU is also committed to creating an ecosystem of engagement by supporting the engaged activities of faculty, staff, and students; fostering public access to university expertise and resources; and by advocating for exemplary engaged scholarship, nationally and internationally (engage.msu.edu). As a key component of its outreach mission, MSU strives to increase public access to the university and its faculty through such community-based hubs as the Center for Community Economic Development in Lansing and in Detroit at the MSU Detroit Center and MSU-Detroit Partnerships at the Youthville research facility. Overall, we strongly encourage applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability; and have put together a strong and talented team to this effect (see **EXHIBIT 18** in addition to this Section 5). An assurance of compliance with all federal statutes relating to nondiscrimination is filed with this application (refer to Assurances/Certifications).

5 (b) Describe the extent of the qualifications, including relevant training and experience, of the project director or principal investigator.

Dr. Tomas Hult will continue as Principal Investigator of CIBER and Director of MSU's International Business Center. Dr. Hult is Professor of International Business and holds the Byington Endowed Chair. He is integral to MSU's world-grant initiatives as a member of MSU's International Studies and Programs (ISP) Executive Committee and the Broad College of Business' Senior Administrator Group. He reports to the Deans of ISP and the Broad College. At MSU, his service has been recognized with the prestigious Richard Lewis Quality Award. Outside MSU, he has been recognized as one of only 97 scholars ever elected to the Fellows of Academy of International Business; and in 2016, he was selected as Academy of Marketing Science Distinguished Marketing Educator as "top marketing professor in the world for career scholarly career achievements." Dr. Hult consistently ranks as one of the most cited business scholars worldwide (some 44,000 citations per Google Scholar). Hult was ranked the 75th "most cited scientist in economics and business" in the world by Thomson Reuters in their Essential Science Indicators, 1997-2007. Hult was 6th most cited among scholars who received their degrees since 1991 (*Academy of Management Perspectives*). Complementary to his CIBER role, Dr. Hult is Executive Director of Academy of International Business and President of the Sheth Foundation. He also serves in leadership roles within the U.S. District Export Council and the International Trade Center of Mid-Michigan. Some of his recent books include *Global Supply Chain Management*, and *International Business* 12e and *Global Business Today* 10e with Charles W. L. Hill (the Hill/Hult brand is the market-share leader globally for IB textbooks).

5 (c) Describe the extent of the qualifications, including relevant training and experience, of key project personnel.

The organizational chart for the MSU International Business Center is in EXHIBIT 17. The core center team consists of 14 faculty and staff, including the director, who are profiled in this section. Rounding out the center team is also some 30 graduate and undergraduate student assistants. Additionally, biographical sketches of other important personnel are included in EXHIBIT 18. Importantly, CIBER’s projects also engage business (broad.msu.edu/faculty-research) and non-business (isp.msu.edu) faculty and staff from a cross-section of MSU’s campus, drawing from 1,400 MSU faculty who work in 176 countries, and off-campus.



Dr. Irem Kiyak continues as Associate Director of CIBER, a role she has held since 2001. Dr. Kiyak’s dedication to the CIBER community is exemplary among Title VI grantees. She has become a strategic asset to all CIBERs and the U.S. Department of Education. Her responsibilities include oversight of operations, supervision, budgeting, project development, and implementation. As Associate Director of CIBER, she works as principal administrator for fiscal and personnel matters, preparing budgets and monitoring expenditures, administering grant awards, and coordinating contracts. She manages projects such as conference (e.g., AIB), international business research, and information technology initiatives. Irem has a Bachelor of Science in Physics from Bogazici University, an MBA in Supply Chain Management from MSU’s Broad College of

Business, and a PhD from MSU's top-ranked School of Packaging. She has served as the center's supervisor and fiscal officer since 2001.

Dr. Sarah Singer continues as Assistant Director of CIBER, a role she has held since 2007. Sarah is responsible for the day-to-day management and oversight of globalEDGE, and the hiring, training, and supervision of the globalEDGE student team. Sarah also leads the Center's nationally-recognized community college outreach activities, including the International Business Institute workshops, white paper series, and curriculum development initiatives. She assists with overall administration of Center projects, teaches an internationally-focused freshman seminar, and developed and leads the Business and Culture in Japan study abroad program. Sarah is a Certified Global Business Professional (CGBP) and serves on the national board of governors of NASBITE International. She has a bachelor's degree in French from the University of Michigan and an MA and PhD from Michigan State University. Together with Tomas Hult and Bill Motz, Dr. Singer is a co-leader of the International Business Education Index (IBEX) benchmarking of community colleges. Sarah is a NASBITE Certified Global Business Professional and also serves on NASBITE's Board of Governors.

Dr. Tunga Kiyak has served as Outreach Coordinator of CIBER since 2003. In this capacity, he provides consulting, training, and research services, primarily to small and medium-sized-enterprises (SMEs), on a wide variety of trade and exporting subjects. Dr. Kiyak is a board member of the U.S. District Export Council (East Michigan) and manages collaborative projects in CIBER's partnership with the State of Michigan, Michigan Economic Development Corporation, and Automation Alley. Tunga was the original curator of the Google top-ranked "international business resource," globalEDGE.msu.edu, as well as its Market Potential Index. Dr. Kiyak has been Managing Director of the Academy of International Business (AIB) since 2004

and is a worldwide recognized authority in international business. He has been awarded the AIB President's Service Award for service and outreach contributions to the field of international business. Tunga has a Bachelor in Electrical Engineering from Bogazici University, and MBA and PhD degrees in International Business from MSU's Broad College of Business.

Ten other individuals serve in administrative and staff positions in MSU's International Business Center and will be involved in the CIBER grant in various capacities (along with a large virtual team, see **EXHIBIT 18** for the proposal-restricted allowable sample of 40 personnel.

Jade Sims is an International Trade Specialist, a role in which she liaises with businesses, NGOs, and economic development units. Her work is export-focused, and includes programs such as the Global Business Club of Mid-Michigan and tailored trade/exporting services. Jade also leads study abroad programs (e.g., India, Spain). She holds a BA in Business and Spanish from Alma College and an MBA from Thunderbird School of Global Management. Jade is a Certified Global Business Professional and also a NASBITE CGBP Certified Trainer.

Erkan Kocas is an International Trade Specialist, a role in which he liaises with Michigan businesses. His work is export-focused, and includes programs such as the Michigan Export Growth Program (MEGP) and tailored trade/exporting services. Erkan has previously worked in companies with extensive global reach (e.g., Xerox, Thomson Reuters, Citrix). Erkan a Certified Global Business Professional and graduated from MSU with an MBA in Supply Chain Management.

Dr. Kirt Butler is Director of Education Abroad and Exchange Partnerships for MSU's Broad College of Business and professor in the finance department (with a leading textbook on *Multinational Finance*). Dr. Butler has won the Broad College's Withrow Teacher/Scholar Award and the "Excellence in Teaching" Award multiple times.

Dr. Ernie Betts is Assistant Dean for Multicultural Business Programs in MSU's Broad College of Business. He leads the college's diversity and inclusiveness strategy. He also organizes study abroad programs to emerging markets (e.g., Africa, Cuba, and South America).

Jamie Rytlewski, Systems Analyst, is responsible for technical support of the center's websites and social media vehicles. He has a Bachelor in Computer Science from Lake Superior State University and an MS in Computer Science from MSU. Jamie served in the U.S. Air Force.

Ronda Bunnell, Educational Programs Coordinator, assists with programs and materials for conferences, symposia, and outreach events. Ronda has an Associate Degree from Lansing Community College and is an entrepreneur, having set up Biggby Coffee franchises.

Anne Hoekman, Editorial Manager, coordinates the center's publications. She is also managing editor for the top IB journal, *Journal of International Business Studies* and the new *Journal of International Business Policy*. She earned a Bachelor in English from Calvin College.

Kathy Kiessling, Program Services Coordinator, is responsible for functions relating to Academy of International Business and the center's collaboration with AIB. She also provides administrative support for CIBER. Kathy has a Bachelor in Finance from Western Michigan.

Dan Rosplock, Communications Coordinator, joined MSU's International Business Center in 2018 after having been a digital content specialist at Virginia Tech University. Dan has Bachelor and Master of Arts in English (Miami) and Communication/Culture (Indiana).

Bill Motz is Professor of Business Administration at Lansing Community College, Michigan. Bill has been MSU-CIBER's community college collaborator since 1995. Some of the collaborations include the International Business Institute for Community College Faculty and the International Business Education Index (IBEX), which has become the leading benchmark of the nation's community colleges on internationalization efforts.



6. ADEQUACY OF RESOURCES

6 (a) Describe the extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

For years, MSU's CIBER has implemented a portfolio of activities with success. For example, since 2006, MSU's CIBER has facilitated more than 15,000 companies going international (some 2,000 from Michigan); CIBER has trained more than 1,000 community college faculty in 44 U.S. states in international business; CIBER has provided research grants to faculty and doctoral students at MSU and facilitated a top ranking in IB research (*International Business Review*); and CIBER has provided knowledge and skills to millions via innovative vehicles such as globalEDGE. The 63 projects and 197 activities that MSU propose for 2018-2022 represent, we think, an even more impactful program, and MSU is willing to allocate more matching funds than ever to ensure that these projects achieve maximum reach and impact.

Specifically, all budgeted CIBER grant funds and the majority of matching funds are dedicated to outreach to entities outside MSU (e.g., community colleges, MSIs, businesses). Thus, the multiplier effect of MSU's proposed programs results in significance which is far greater than could otherwise be expected. MSU's proposed projects support the goal of enhancing the nation's international competitiveness. Importantly, MSU's CIBER Team serves as the core resource strength and the foundation for the "Adequacy of Resources" to implement the proposed ambitious work agenda (Projects 1a to 10d); the Team is described in Section 5. Most of the core 14 people on MSU's CIBER Team have been highly committed, very involved, and a national resource to the CIBER community for about a decade. Leveraging people's capacities, knowledge, and skills, MSU is confident about carrying out the proposed

projects cost-effectively, and to achieve a national significance as well as a great degree of importance and magnitude. MSU's CIBER has established work routines, streamlined processes, and efficient systems. Adequacy of Resources is also a function of the CIBER grant, matching funds, and knowledge and skills of MSU's extended CIBER Team of some 170 professionals. Four reasons support Adequacy of Resources and costs being reasonable in MSU's proposal: *matching funds, defined target audience, sustainable programs, and deployment of resources.*

Matching Funds. Beyond the CIBER Team's efficiency and effectiveness, the combined funds of the CIBER grant and the matching funds from MSU are the capital investment for CIBER's programs. MSU's investment in CIBER comes in the form of considerable cash and in-kind match (personnel, operating budget, facilities, equipment, and supplies). The proposed budget indicates that each federal dollar will be matched by about \$1.74 (which means the CIBER grant funds make up only about 36 percent). Matching funds at this level allows MSU to undertake considerable outreach, for example, to community colleges, minority-serving institutions, businesses, and associations (e.g., to nurture international internships). Specifically, MSU has applied for about \$1.2 million for the four years and matched at some \$2.1 million. The details of this match is shown in Budget Notes (EXHIBIT 19) and Budget Narrative (EXHIBIT 22).

Defined Target Audience. CIBER will maximize the audiences served. Projects are designed to make a significant impact on a defined target audience. The demand for MSU's programs is such that we are taking many of the programs "on the road" across the country to facilitate cost effectiveness. For example, the International Business Institute for Community College Faculty, which used to be offered once biennially, now will be offered 4-6 times per year around the country due to demand and appreciation. This makes travel more convenient for participants and helps drive down costs to attend. These "train-the-trainer" programs are critical

for the nation's international competitiveness. By focusing on a nationwide set of train-the-trainer programs, we are able to take advantage of the multiplier effect, achieving an ever greater reach than the programs would achieve on their own. For example, in 2017, MSU-CIBER organized 57 educational programs involving 3,013 faculty, impacting 176,880 students.

Sustainable Programs. Our goal is always to create sustainable programs. CIBER funding is generally used as seed funding. The proposed activities are strategically developed to be sustainable over time and many CIBER activities eventually become self-supporting. Programs such as the Global Business Club of Mid-Michigan, Diagnostic Tools, and executive training, to mention a few, are at least partially financed by user fees. Exceptions would include programs targeting (1) educators with limited capacity to pay (e.g., community colleges; Minority-Serving Institutions), (2) faculty and student-led research projects, and (3) high-impact activities such as globalEDGE.msu.edu. We always strive for allocation of CIBER funds based on need, impact, and reach to achieve national significance and great magnitude.

Deployment of Resources. MSU places great emphasis on deployment of resources, and we rely on a variety of vehicles for business and academic outreach (e.g., online, brick-and-mortar, hybrid). For example, we have a carefully maintained, tailor-made database of all business faculty at community colleges (more than 15,000 faculty at the nation's 1,132 community colleges) that we use for research, knowledge sharing, and community building. For example, instructional materials for education and/or training purposes are shared with colleagues around the country at both two- and four-year institutions. Similarly, the more than 15,000 business we have worked with across the country serve as multipliers for MSU. CIBER relies upon globalEDGE.msu.edu; print and online publications; databases, businesses, and those who have attended CIBER programs; and social media for knowledge deployment.

6 (b) Describe the adequacy of support, including facilities, equipment, supplies, and other resources from the applicant organization or the lead applicant organization.

As evidenced by the proposed Budget (EXHIBITS 19 and 22) and Quality of Project Personnel (Section 5), MSU has made a strong investment in CIBER. As stated in Section 6a, the federal grant averages 36 percent of the cost during the four-year grant (ranging from 38% in year 1 to 35% in year 4, see EXHIBIT 22). The total cash match by MSU is more than \$2.1 million. *This includes fantastic support for personnel, facilities, equipment, supplies, and all other strategic resources needed to carry out an ambitious CIBER work agenda.* MSU’s match is allocated via support from three important administrative offices: (1) MSU’s Office of the Provost; (2) MSU’s Office of the Vice President for Research; and (3) the Dean’s Office in the Broad College of Business. This support ensures the “Adequacy of Resources” in conjunction with the CIBER grant for the proposed activities. Strategically, the foundation for this generous MSU support for CIBER programming is rooted in MSU’s “world-grant ideals” and being the pioneer land-grant university. MSU has always been very willing to match federal grants.

It is also critical to point out that MSU is a resourceful institution with a robust international infrastructure that supports the activities of CIBER. This includes several National Resource Centers, Language Departments, Office of International Studies & Programs, Area Studies Centers, Education Abroad, and more (see EXHIBITS 10 and 11). MSU offers about 300 language and 800 international courses; has 1,400 faculty engaged in international projects; has 325 international partnerships; has 30 international centers; and is among the top in education abroad (some 3,000 students) and foreign enrollments (some 8,000 students). Also part of the infrastructure is one of the largest library systems, including the Gast Business Library.



7. QUALITY OF THE PROJECT EVALUATION

7 The Quality of the Project Evaluation (Section 7) follows the “Guidance on Developing an Evaluation Plan” in CFDA No. 84.220A (Form Approved: OMB 1840-0616, Pages 57-65, Dated: May 31, 2014), including (1) the extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project; (2) The extent to which the methods of evaluation are appropriate to the context within which the project operates.

In Section 1, MSU proposes 10 Project Goal Areas, 63 projects and 197 activities, with each activity listed in EXHIBIT 6 using a project code from 1a to 10d. The specific individual(s) responsible and annual timelines for implementation are also included in EXHIBIT 6. In developing MSU’s project evaluation, the “Guidance on Developing an Evaluation Plan” from CFDA Number 84.220A has been carefully followed. EXHIBITS 20 and 21, along with this Section 7, represent the comprehensive materials to fully understand MSU’s evaluation plan of all of the 197 activities in EXHIBIT 6. Of these exhibits, the detailed EXHIBIT 20 is the key for MSU’s **Quality of the Project Evaluation**; it specifies details per the “**CIBER Performance Measure Form**” (PMF): Project Goal Statements (PMF 1), Performance Measures (PMF 2), Activities (PMF 3), Data/Indicators (4), Frequency (5), Data Sources (6), and Baseline and Targets. EXHIBIT 20 also includes details about how MSU aligns projects with the **GPRA CIBER Measures 1, 2, and 3** by the U.S. Department of Education, as approved by OMB.

Per the instruction on pages 68 to 71 of CFDA No. 84.220A (OMB No. 1840-0616), dated May 14, 2018, MSU has included the information for PMF 1, 2, 3, 4, and 5 – as required for the “CIBER Performance Measure Form.” However, we decided to include a complete PMF

performance assessment systems (including PMF 6 – Data Source and PMF 7 – Targets) to be as comprehensive and transparent as possible in the intended performance deliverables for the application process. That is, to ensure that PMF 1 through 7 are practical in the context of all of the performance measurements for MSU’s proposed 63 projects categories and 197 activities (1a to 10d), MSU’s CIBER Team worked with measurement experts/consultants in the proposal development process to make sure that all aspects of the seven PMF deliverables can be collected and assessed in a reliable and valid manner. In providing this level of analysis, MSU is quantitatively able to connect the 197 activities, some cross-listed when targeting multiple purposes, in the 63 project groupings (1a to 10d) to clear and tangible measures and targets.

An example of how MSU worked through PMF 1 to 7 for one project may be illustrative of the logic applied. Let’s focus on MSU’s long-standing focus on community colleges, and specifically on the nation-leading faculty development programming we organize for the 1,132 community colleges in the country (e.g., Project 8f). Project Goal Statement #3 in Exhibit 20 is: “Increase the number of community colleges with access to international business teaching materials and faculty development/training during the grant period by 40%.” This goal statement has three measurement indicators. We will highlight one of the three indicators as a sample (see Exhibit 20 for a comprehensive set of indicators): “Increase in the number of participants benefiting from the internationally oriented faculty development programs offered for community college faculty.” The PMF 3 (Activities) includes “Using community college faculty and association networks, identify host colleges for each workshop, develop and deliver programs (Activity Type: faculty training/professional development, linkages and/or partnerships, and travel).” The PMF 4 (Data/Indicators) is “the number of workshop participants.” The PMF 5 (Frequency) is “annually.” The PMF 6 (Data Source) is “Center records of attendance.” The PMF

7 “Baseline” is 100 participants with T1 being 110, T2 being 120, T3 being 130, and T4 being 140, for an overall increase of 40%. Similarly, we have worked through all seven PMF fields for all components related to the 197 activities in 63 project categories (see EXHIBIT 20).

In addition to EXHIBIT 20, EXHIBIT 21 is included to illustrate how MSU’s Project Goal Areas 1 to 10 (see Section 1 and EXHIBIT 6) connect to the current measures in the IFLE International Resource Information System (IRIS) system. While the U.S. Department of Education (ED) strongly encourages goal-oriented and customized activity-specific measures such as those in the PMF in EXHIBIT 20, per the CFDA Number 84.220A, ED also uses the IRIS reporting system for CIBERs. As such, EXHIBIT 21 is included to illustrate the connectedness of ED’s annual reporting tool to MSU’s Project Goal Areas 1 to 10. As changes in IRIS, GPRA, and/or the PMF are implemented, MSU will adapt and refine its performance assessments.

The CIBER Performance Form (PMF) is the overriding focus of the “Quality of Project Evaluation.” At the same time, it is important to note that MSU’s assessment plan includes **four** levels: U.S. Department of Education IFLE program (i.e., IRIS), university (MSU), college (Broad College of Business), and CIBER (i.e., PMF). These levels range from macro to micro in scope and use both quantitative and qualitative data for input in a formative and summative manner. Each level of the assessment plan fulfills an important role in goal achievement and strategic orientation. This also includes taking appropriate corrective action when needed.

U.S. Department of Education Evaluation (IRIS). As a CIBER, MSU has embraced the diverse set of performance indicators set forth in 34 CFR 75.118. MSU employs the Government Performance and Results Act of 1993 (GPRA) and the GPRA Modernization Act of 2010 (GPRAMA). Both Acts are intended to improve accountability for the expenditures of public funds, improve congressional decision making, and promote a focus on results, service delivery,

and customer satisfaction. To fulfill GPRAMA, MSU reports annually on ED’s IRIS system (i.e., International Resource Information System). For the 2018-2022 grant period, MSU’s CIBER has also carefully focused on the three **“GPRAMA CIBER Measures 1, 2, and 3”** that have been developed by ED and approved by OMB. Refer to EXHIBIT 20 for the alignment between MSU’s proposed 197 activities and GPRAMA Measures 1 (professional advancement), 2 (internationalized programs), and 3 (export activities). Also, refer to EXHIBIT 21 on how MSU has aligned the current IRIS indicators with the 10 Project Goal Areas in Section 1.

University-Level Evaluation. “International” permeates MSU’s values. As an integral campus-wide unit, CIBER is part of the university-level performance system on the “international dimension.” Overall, MSU uses a 54-page document called *MSU Points of Distinction* (see outreach.msu.edu/pod.pdf) for “planning and evaluating quality outreach” such as the CIBER projects. *Tactically* oriented reviews are conducted annually via MSU’s Office of the Provost, with in-depth *strategic* reviews being conducted in five-year intervals. MSU’s Vice President for Research has commended CIBER for “crafting an excellent example of a strategic plan ... the structure of the plan can serve as a model for other centers to follow.”

College-Level Evaluation. Given the Broad College’s standing as an accredited college by AACSB International, CIBER employs indicators tied directly to the internationalization of business schools. MSU’s Broad College of Business has continually selected “international” as one of its core themes for AACSB accreditation purposes. We measure the “international dimension” throughout the college’s programs, including CIBER, on an annual basis. For the 2018-2022 grant cycle, we are also fortunate to have enlisted, as before, *Dr. Dan Leclair* (Executive Vice President and Chief Strategy and Innovation Officer, AACSB International) as an external evaluator/consultant for CIBER. Strong support also exists from the Dean’s Office of the

Broad College of Business to integrate the international dimension into all levels of teaching, research, and outreach (e.g., all undergraduate business students will be required to complete a rigorous “global mindset” curriculum). The Broad College – working with CIBER on reporting mechanisms – also incorporates “international” into all aspects of annual performance reporting regarding teaching, research, and outreach for the Faculty Activity Report.

Center-Level Evaluation (PMF). Given its successful years in operation, MSU’s CIBER has a well-developed evaluation system that incorporates all seven of the categories in the “CIBER Performance Measure Form” (PMF), including (1) project goal statement, (2) performance measures, (3) activities, (4) data/indicators, (5) frequency, (6) data source, and (7) baseline and targets by year. As instructed in CFDA Number 84.220A, the columns for PMF 1, PMF 2, PMF 3, PMF 4, and PMF 5 (project goal statement, performance measures, activities, data/indicators and frequency) for the 2018-2022 grant period are included in EXHIBIT 20; and we also went over and above the requirement by detailing our PMF 6 and PMF 7 (data source and baseline/targets by year). These columns of performance information illustrate the national significance, importance, and magnitude of the activities and capture MSU’s goals in the 2018-2022 grant cycle.

It is important to note that MSU’s Office of International Studies and Programs provides strong support in developing comprehensive project evaluation systems such as what we have included in EXHIBIT 20 (e.g., utilizing evaluation experts to design comprehensive evaluation systems that are unique to specific centers such as CIBER). For any new activity, CIBER adapts and/or develops new performance assessments based on experiences; for existing programs we recurrently collect data and revise the indicators, as needed, based on university, college, Advisory Council, and/or CIBER team members’ input. MSU engages in both formative and summative types of evaluations. Formative evaluation takes place on an ongoing basis, while summative

evaluations are conducted on an annual basis. Related to CIBER’s proposed activities involving participants, we are also fortunate to have enlisted *Dr. Claes Fornell* (Founder, American Customer Satisfaction Index) as one of our external evaluators/consultants. Dr. Fornell has agreed to consult on and continue to make available his U.S. patented inventory of “customer satisfaction” measures (U.S. patent 8,666,515 B2). This will standardize customer/participation satisfaction measurements in our programs (e.g., IBI on the Road, Global Business Club, international trade training workshops).

Importantly, all aspects of MSU’s four-level performance evaluation conform to the federal GPRA requirements. The formative evaluation relies on quantitative (e.g., Likert-type items, participant numbers, percentage changes) and qualitative (e.g., open-ended remarks in evaluation instruments, online comment “boxes”) feedback sought regularly from stakeholder groups. Additionally, summative evaluations will be conducted based on the six mandates and competitive priorities. These are conducted by (1) members of the CIBER Advisory Council (see EXHIBIT 1); (2) MSU academics (see EXHIBIT 6); and, importantly, (3) three external reviewers who are authorities in their fields (Dan Leclair, Claes Fornell, and Doug Barry).

These three external evaluators are authorities in business education (Leclair), customer satisfaction (Fornell), and international trade (Barry). In addition to Dr. Dan Leclair (AACSB) and Dr. Claes Fornell (ACSI), we will continue our partnership with *Dr. Doug Barry* (VP, Conover + Gould Strategy Group). Barry served in various capacities for a dozen years in the U.S. Department of Commerce, most recently as deputy director of the global knowledge center; he is an expert on trade and exporting (and edited The U.S. Department of Commerce’s *A Guide to Exporting* and *20 Ways to Grow Your Business*). Overall, this team of external evaluators/consultants covers the breadth and depth of MSU’s proposed activities.



Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.



Other Narrative Supplemental Materials

1. Eligibility Requirements

- Exhibit 1: Advisory Council 2018-2022
- Exhibit 2: Governor's Appointee Letter
- Exhibit 3: Guiding Principles

Exhibit 1

Advisory Council 2018-2022

EXHIBIT 1

MSU's CIBER Advisory Council was established on February 15, 1989. In accordance with Sec. 612 (d)(3) of the Higher Education Opportunity Act, Part B, the CIBER Advisory Council meets at least once per year. For planning purposes, the complete membership of the MSU-CIBER Advisory Council meets once or twice annually, depending on year and activities – typically in September (to strategize in the month prior to the start of CIBER's fiscal year of October 1) and in March (to take stock of and provide a mid-year evaluation of CIBER programming). Smaller groups of the Advisory Council – task forces and working groups – meet more frequently based on strategic and tactical needs.

The Advisory Council is composed of individuals who have knowledge and skills in international business and trade, and who represent at least one of the membership criteria for an Advisory Council under stipulations in Section 612 (d)(2), Parts A to G, of the Title VI, Part B Higher Education Opportunity Act. Per Section 612 (d)(2), the key “representative” for a category (A to G) is identified by the category letter (i.e., A, B, C, D, E, F, or G).

ADVISORY COUNCIL MEMBERS by Sec. 612 (d)(2), parts A to G:

[Sec. 612 (d)(2)(A)] – Administration, Michigan State University

Steve Hanson, Dean and Professor, International Studies and Programs (A)
Stephen Hsu, Vice President of Research and Graduate Studies

[Sec. 612 (d)(2)(B)] – Faculty, MSU Broad College of Business

David Closs, Professor, Department of Supply Chain Management (B)
David Frayer, Director, Henry Center for Executive Development

[Sec. 612 (d)(2)(C)] – Faculty, MSU International Studies and Foreign Languages

Siddharth Chandra, Professor, MSU James Madison College (International Studies)
and Director, Asian Studies Center
Norm Graham, Professor, James Madison College (International Studies)
and Director, Center for European, Russian, & Eurasian Studies
Robert Glew, Professor, College of Social Science (C)
and Director, Center for Advanced Study of International Development

[Sec. 612 (d)(2)(D)] – Faculty, MSU Professional School or Departments

Jeremy Wilson, Professor, School of Criminal Justice (D)
Volodymyr Tarabara, Associate Director, Environmental Science & Policy Program
Associate Professor, MSU College of Engineering

Advisory Council 2018-2022

EXHIBIT 1

[Sec. 612 (d)(2)(E)] – Representatives, Local and Regional Businesses

Beth Chappell, CEO and President, Detroit Economic Club
Jay Craig, CEO and President, Meritor, Inc.
Kevin Cramton, Managing Director, RHJ International
Tim Daman, CEO and President, Lansing Regional Chamber of Commerce
Michelle DeJonge, Vice President, MD&D Global Supply Chain, Johnson & Johnson
Chuck Hadden, CEO and President, Michigan Manufacturers Association
Chris Holman, CEO, Michigan Business Network
Kendra Kuo, Director, U.S. Commercial Service – West Michigan
Bruce Leech, Founder & Managing Director, CrossCom International
Blaire Miller, Chief Financial Officer, URV USA, LLC
Jean Shtokal, JD, Sr. Partner, Foster, Swift, Collins & Smith, P.C. (E)
Wayne Sieloff, President/CEO, Lansing Capital Region International Airport
Sten Sjöberg, COO, Demmer Corporation
Richard Studley, CEO, Michigan Chamber of Commerce
Robert L. Trezsie, Jr., CEO and President, Lansing Economic Area Partnership, Inc.
Jamie Zmitko-Somers, Manager, Michigan Department of Agriculture

[Sec. 612 (d)(2)(F)] – Representative Appointed by the Governor of the State of Michigan

Natalie Chmiko, Director, Michigan Economic Development Corporation (F)

[Sec. 612 (d)(2)(G)] – Other Individuals Deemed Appropriate

Community College Representative

William Motz, Professor of Business, Lansing Community College (G)

Minority-Serving Institutions, Coordinators

Ernie Betts, Assistant Dean, MSU Broad College of Business
Jeannette Mena, Associate Professor, University of South Florida

MSU-CIBER Administrative Leadership

Tomas Hult, Director and Principal Investigator
Irem Kiyak, Associate Director and Fiscal Officer
Sarah Singer, Assistant Director and Language Coordinator
Tunga Kiyak, Managing Director and Outreach Coordinator

Exhibit 2



STATE OF MICHIGAN
EXECUTIVE OFFICE
LANSING

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MICHIGAN DEPT OF STATE

2018 MAY 21 PM 3:53

BRIAN CALLEY
LT. GOVERNOR

ELECTIONS/GREAT SEAL

RICK SNYDER
GOVERNOR

May 16, 2018

The Honorable Ruth Johnson
Secretary of State
Office of the Great Seal
Michigan Department of State
Lansing, Michigan 48909

Dear Secretary Johnson:

Please be advised of the following appointment to office:

CIBER Advisory Board

Natalie R. Chmiko of 302 N. Sycamore Street, Lansing, Michigan 48933, county of Ingham, succeeding Deanna Richeson, is appointed for a term expiring at the pleasure of the Governor.

Sincerely,

Rick Snyder
Governor

Exhibit 3

Guiding Principles

EXHIBIT 3

1. *Capitalize on the strengths of Michigan State University.*

MSU has a distinguished heritage and superb commitment to international activities. MSU's vision for the university is that of a world-grant university where "global issues – from the prospects of global trade to the blight of global poverty and environmental stress" should guide all our activities. MSU has an international infrastructure that includes some 25 international centers and institutes, one of the nation's leading study abroad program, a top-ten placement for foreign students, and some 1,400 faculty who conduct research, teach, or provide service in 176 countries.

2. *Emphasize programs that are sustainable and have maximum reach.*

Consistent with MSU's mission as the pioneer land-grant university, MSU-CIBER is dedicated to outreach and serving as a resource to local, regional, and national constituents. Developing knowledge and skills among businesspeople, academics, public policy makers, and students is our main focus. More specifically, CIBER has a long-standing successful record of developing programs for community colleges (since 1995) and minority-serving institutions (since 1990), and of establishing business relationships that benefit students in the form of practical experiences, internships, and job placements (since 2006).

3. *Pursue innovative programs in internationalization.*

MSU-CIBER has a record of excellence in training managers and equipping U.S. companies with knowledge and skills to compete in the global marketplace (more than 12,000 companies have benefitted since 2006). We strive to be innovative in designing initiatives that fulfill the objectives of the Title VI legislation. These include customized and dynamic knowledge delivered via the Google #1-ranked globalEDGE.msu.edu resource (when searching on "international business resources"), partnerships with businesses on international internships, benchmarking and faculty development for community colleges and minority-serving institutions, and train-the-trainer projects.

4. *Promote interdisciplinary studies and business languages.*

Building on the base of MSU and CIBER, efforts will be intensified to ensure that all business students have an opportunity to acquire complementary international knowledge and skills from international and area studies in a strategically beneficial and interdisciplinary way. This includes options in international studies, area studies, business languages, team-teaching by interdisciplinary faculty, study abroad, and international internships.

5. *Provide opportunities for students to gain international knowledge.*

In addition to offering curricular initiatives that enable deeper coverage of international issues, MSU has a history of emphasizing international education. A potpourri of these activities includes workshops, seminars, webinars, field studies, practical training, mentoring by executives, and study and internship programs. Given MSU's top-ten ranking in both sending students on study abroad (some 2,400 annually) and receiving foreign students from some 135 countries (some 8,500 annually), per the data from the Institute of International Education ("Open Doors"), increased emphasis will be on providing opportunities to cross-fertilize knowledge and skills among the very "worldly" student body at MSU.

Guiding Principles

EXHIBIT 3

6. ***Assist faculty in connecting teaching, research, and service with an international scope.***
To support the focus on sustainable global value chains, leveraging faculty’s international knowledge and skills across their teaching, research, and service will be a driving emphasis. The Broad College of Business has 120 faculty members from 23 countries, 75 whom engage in international teaching, research, and/or service annually. MSU’s faculty is #1-ranked in international business research (*International Business Review*), and CIBER will function as a conduit to maintain this research ranking while also providing a mechanism and support to enhance international teaching and international service.
7. ***Make ample use of information technology.***
MSU-CIBER has accumulated considerable experience in utilizing leading-edge technology in serving its constituents. Examples are the top-ranked globalEDGE.msu.edu resource, interactive diagnostic tools, business language learning materials, electronic publishing, and online course modules. These will be significantly enhanced to maintain leadership. Additionally, we will develop new radio and podcast segments via the “globalEDGE Business Beat”; gBB will be available around the world via globalEDGE.msu.edu, Academy of International Business, and partner communities (e.g., Michigan Business Network).
8. ***Supplement Federal funds with substantial matching funds for maximum impact.***
MSU-CIBER has a long-standing tradition of using federal funding for outreach and new innovative projects targeted to individuals and organizations outside the MSU campus. For this grant cycle, on-campus (Provost, VP Research, and Business Dean) and off-campus (State of Michigan) partners have agreed to support the requested \$1.2 million federal funds with about a \$2.1 million match. MSU and its collaborators value the strategic partnership with the U.S. Department of Education and the Title VI grant program and MSU’s “world grant” focus is synergistic with CIBER.
9. ***Develop new and self-sustaining activities to international competitiveness.***
A key role for MSU-CIBER is to lead in new initiatives, serve as a catalyst in launching them, and then secure their successful “institutionalization.” Those activities that eventually gain institutional buy-in and achieve nationwide impact speak to the success of Michigan State University and its CIBER programming. This guiding principle focuses our attention on developing innovative projects that have maximum reach and impact in increasing the nation’s international competitiveness and are sustainable beyond the CIBER grant period.
10. ***Collaborate with other leading educational institutions.***
MSU leads and participates in many strategic partnerships that draw on its network of institutional relationships to achieve maximum impact and reach to constituency groups. For example, the Broad College of Business is a strategic partner in the Global Business School Network. Another example is MSU-CIBER’s nationwide leadership in developing knowledge and skills among community colleges (e.g., International Business Institutes for Community College Faculty) along with our strategic partnerships involving Community Colleges for International Development (CCID), American Association of Community Colleges (AACC), and the National Association for Community College Entrepreneurship.



Other Narrative Supplemental Materials

2. CIBER Assurance Form and Letters of Support

Exhibit 4: CIBER Assurance Form
Exhibit 5: Letters of Support:

- (1) Michigan Manufacturers Association
- (2) Michigan Economic Development Corporation
- (3) Lansing Regional Chamber of Commerce
- (4) Community Colleges for International Development
- (5) National Association for Community College Entrepreneurship

Exhibit 4

CIBE Assurance Form

INSTRUCTIONS: Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;
2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;
3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.
4. The applicant will use the assistance provided under this program to supplement and not to supplant activities already being conducted by the applicant.

Maria Skinner
Sponsored Programs Manager

Name and Title of Authorized Representative

Maria Skinner
Signature

5/22/2018
Date


/ TOMAS HULT
PI-CIBER

Exhibit 5

April 24, 2018

Dear Dr. Duvall and CIBER Reviewers,

It is my great pleasure to write this letter in strong support of Michigan State University's proposal for a grant to continue to operate a Center for International Business Education and Research.

The Michigan Manufacturers Association (MMA) is the state's leading advocate exclusively devoted to promoting and maintaining a business climate favorable to industry. MMA's goal is to make it possible for Michigan manufacturers to successfully compete in the national and international marketplace. Through effective representation of its membership before the legislative, executive and judicial branches of government on issues of importance to the manufacturing community, MMA works to foster a strong and expanding manufacturing base in Michigan. Established in 1902 as a voluntary membership association and incorporated in 1923, MMA represents the interests and needs of some 3,000 members, ranging from small manufacturing companies to some of the world's largest corporations. In fact, manufacturers who are members of MMA employ more than 90 percent of Michigan's industrial workforce.

I believe MSU-CIBER's role as a resource to the region's manufacturing industry is very critical. Their innovative programs and services are imperative to our region's growth and overall economic health. For example, many of our region's companies have benefited greatly from MSU-CIBER's Michigan Export Growth Program and increased their exports tremendously. Another often overlooked contribution of MSU-CIBER is its impressive reach into the manufacturing workforce that comes out of our community colleges. By training the community college faculty for infusing global content into their teaching materials, MSU-CIBER carries an imperative role for helping our manufacturing workforce become more globally competitive.

So, whether it is offering business outreach programs, developing superb products such as MSU-CIBER's globalEDGE resource, or simply the sheer power of MSU-CIBER's core competencies to have available when we need them, Michigan Manufacturers Association is extremely fortunate to have MSU-CIBER as a world-leading resource in Michigan on exporting and global trade. MSU-CIBER's critical importance to this region is unmatched in my view.

On behalf of our entire organization, I encourage you to look most favorably on Michigan State University's CIBER grant application. Please let me know if I can provide any additional information that would be helpful in the review process.

Sincerely,



Chuck Hadden
President & CEO

May 1, 2018

Dear Dr. Duvall and CIBER Reviewers,

As the Director of International Trade for the Michigan Economic Development Corporation (MEDC), I am pleased to write this letter of support for Michigan State University's Center for International Business Education and Research (MSU-CIBER) and their application to continue to operate as a CIBER.

When the MEDC Export team was created in 2011, MSU-CIBER was one of our first strategic partners – and they provided great counsel, assistance, and a team-oriented focus for Michigan. Over the past several years, as our state's export program has grown, MSU-CIBER has continued to provide constant support, through export development workshops and various research reports. The State of Michigan has gone from some 10,000 companies exporting and engaging in international trade in those early days to more than 15,000 in the last year.

With over eight years of collaboration, the MSU-CIBER has provided tremendous value-added services to Michigan's small and medium-sized enterprises (SMEs) and helped them consider and enter various export markets. Through the nationally-recognized globalEDGE web resource, the Michigan Export Growth Program (MEGP), and other business outreach programs, MSU-CIBER has enabled many SMEs to become globally competent. Increasing the number of companies from Michigan from 10,000 to 15,000 that engage globally in such a short period takes great community effort and Michigan State University has been a critical strategic partner in this endeavor.

Consequently, MSU-CIBER is a very important resource to Michigan's businesses. Its innovative programs and services are crucial to Michigan's export growth and overall economic health. We are extremely fortunate to have a world-leading resource such as MSU-CIBER within driving distance. The network of global trade partners built around MSU's services and infrastructure is very significant to ensure that our companies are internationally competitive.

On behalf of MEDC, I strongly encourage you to look favorably on Michigan State University's CIBER grant application. Please let me know if I can provide additional information, which would be helpful in the review process.

Sincerely,



Natalie Chmiko
Director, International Trade
Michigan Economic Development Corporation



Monday, April 30, 2018

Dear Dr. Duvall and CIBER Reviewers:

It is my pleasure to write this letter in support of Michigan State University's grant proposal to continue operating a Center for International Business Education and Research.

Since 1901, the Lansing Regional Chamber of Commerce has been leading the economic growth and investment in the Lansing region and the leading voice for our diverse business community. Chamber programs include business to business networking, public policy, connectivity, marketing and economic development.

We believe that MSU-CIBER's role as a resource to our region's businesses is very critical. Their innovative programs and services are imperative to our region's growth and overall economic prosperity. The business outreach programs that MSU-CIBER co-host with the Lansing Regional Chamber provide great venues for our businesses to be connected to the best global practices in our region as well as nationally. Similarly, the Global Business Club of Mid-Michigan is an exemplary activity for the region's businesses. More than 2,000 Michigan companies have been assisted by MSU's CIBER in exporting and international trade. Many of our regions businesses have benefitted greatly from MSU-CIBER's Michigan Export Growth Program as well. Our region has also benefited from MSU CIBER's continuing input for Lansing's Foreign Trade Zone No. 275 and Port Lansing along with the Capital Region International Airport.

Whether it's offering business outreach programs, developing superb products such as MSU-CIBER's globalEDGE online resource, which now attracts more than 2 million active users and is No. 1 on Google for "international business resources", or MSU-CIBER's core competencies to have available when we need them, the Lansing Regional Chamber, our region and State of Michigan is extremely fortunate to have MSU-CIBER as a global resource.

MSU-CIBER's critical importance to global business in this region is unmatched in my view. On behalf of our regions business community, I encourage you to look most favorably on Michigan State University's CIBER grant application. Please let me know if I can provide any additional information that would be helpful in the review process.

Sincerely,

Tim Daman
President & CEO

500 E. Michigan Avenue, Suite 200
Lansing, MI 48912

p 517.487.6340
f 517.484.6910
PR/Award # P220A180001
www.lansingchamber.org



**Community Colleges for
International Development**

Local Access • Global Opportunities

CCID BOARD COLLEGES:

Bellevue College
Bellevue, Washington

Box Hill Institute
Box Hill, Victoria, Australia

College of Lake County
Grayslake, Illinois

Davidson County Community College
Lexington, North Carolina

Eastern Iowa Community College District
Davenport, Iowa

Green River College
Auburn, Washington

Harper College
Palatine, IL

Highline College
Des Moines, Washington

Hillsborough Community College
Tampa, Florida

Howard Community College
Columbia, Maryland

Humber College
Toronto, Ontario, Canada

Jikei Group of Colleges
Osaka, Japan

Kirkwood Community College
Cedar Rapids, Iowa

Lillebaelt Academy
Odense, Denmark

Lone Star College
Houston, Texas

Madison College
Madison, Wisconsin

Moraine Valley Community College
Palos Hills, Illinois

Northeast Wisconsin Technical College
Green Bay, Wisconsin

Northcentral Technical College
Wausau, Wisconsin

Northampton Community College
Bethlehem, Pennsylvania

Parkland College
Champaign, Illinois

State Center Community College District
Fresno, California

Tacoma Community College
Tacoma, Washington

Tompkins Cortland Community College
Dryden, New York

University of Hawaii Community Colleges
Honolulu, Hawaii

Waukesha County Technical College
Pewaukee, Wisconsin

February 15, 2018

Dear CIBER Reviewers,

It is my pleasure to write my strongest support of Michigan State University's grant request to operate a Center for International Business Education and Research for the upcoming grant cycle. Community Colleges for International Development (CCID), has collaborated with and enjoyed the support of MSU-CIBER for many years.

CCID is a consortium of over 140 community, technical and vocational colleges both in the United States and around the world. We are proud to have a strong partnership with MSU-CIBER, which is the clear leader in community college internationalization and workforce development, particularly in the field of business education. Their long-running International Business Institute for Community College Faculty is a unique and essential program in assisting over 500 faculty, including many from CCID's member institutions, in bringing a practical global perspective to their programs. We at CCID look forward to continuing to offer localized institutes to our member colleges around the country in the coming years.

MSU-CIBER is also a leader in research on community college internationalization, and their annual Benchmarking Study on International Business Education at Community Colleges (IBEX) has proved to be a valuable, qualitative resource.

I strongly recommend that Michigan State University's CIBER grant request be approved. Should I be able to assist with any questions or additional details, please contact me.

Sincerely,

Mara Andersen
Executive Director
Community Colleges for International Development, Inc.

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www.ccidinc.org

PR/Award # P220A180001

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NATIONAL ASSOCIATION FOR
COMMUNITY COLLEGE

ENTREPRENEURSHIP

May 2, 2018

Dr. Sarah Singer
Michigan State University
Assistant Director, International Business Center
Broad College of Business
Michigan State University
645 N. Shaw Ln., Room 7 Eppley Center
East Lansing, MI 48824-1121

Dear Sarah:

I'm writing to express my strongest support for Michigan State University's grant request to operate a Center for International Business Education and research for the 2018 – 2022 grant cycle. The National Association for Community College National Association for Community College Entrepreneurship (NACCE) has collaborated effectively with MSU-CIBER for several years.

NACCE is a network of 300 community colleges, with 2,000 engaged professionals, serving 3 million students in the United States. Over its fifteen year history, NACCE has dedicated its efforts to providing resources for leadership and faculty to advance entrepreneurship on campus, in the classroom, and in communities. A key part of our work is to provide resources to colleges to assist with internationalizing their curriculum and access to global opportunities through relationship building, education, and development.

MSU-CIBER is also a leader in research on community college internationalization. The annual Benchmarking Study on International Business Education at Community Colleges (IBEX) provides valuable, qualitative data for colleges. This research has immense value to our network for colleges and a positive impact on the economic development in regions across the country.

Warmest regards,

A handwritten signature in black ink, appearing to read "Rebecca Corbin", is written in a cursive style.

Rebecca A. Corbin, Ed.D.
President & CEO, NACCE



Other Narrative Supplemental Materials

3. Meeting the Purpose of the Authorizing Statute

- Exhibit 6: Program Goal Areas, Projects, and Activities
- Exhibit 7: Vision, Guiding Principles, Mission, and Areas
- Exhibit 8: Project Alignment: CIBER Purposes and Priorities
- Exhibit 9: Multiplicity of Approaches to MSU's Internationalization
- Exhibit 10: Sample of MSU's Network of Collaborators
- Exhibit 11: MSU-CIBER's Alliances with International Studies and Business Centers / Institutes

Exhibit 6

Program Goal Areas, Projects, and Activities

EXHIBIT 6

EXHIBIT 6 represents the detailed listing of the comprehensive portfolio of projects and activities that MSU has proposed in an effort to address all of the authorized activities [HEA Sec. 612(c)(1)] and also all of the suggested but not required permissible activities [HEA Sec. 612(c)(2)]. EXHIBIT 6 is an important complement to Section 1 of the proposal narrative. Each Program Goal Area in EXHIBIT 6 specifies the “authorized activity” addressed in HEA Sec. 612(c). MSU is pleased to offer this collection of projects and activities that meet and significantly exceed the needs in HEA Sec. 611 and the purposes in HEA Sec. 612.

The 10 Program Goal Areas are represented by main headings; the projects and activities in the Performance Goal Areas are represented with labelling from 1a to 10d (corresponding to PMF 1 in the “CIBER Performance Measure Form, EXHIBIT 21). The year column represents the implementation timeframe.

Note: A reference to the year 18, 19, 20, and/or 21 indicates that the project/activity will be implemented in academic years 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively. Individuals listed in parentheses after projects/activities are coordinators and responsible parties, although the implementation and/or evaluation team is likely to be larger than the individuals listed (see Section 5). To maximize national significance and importance, some activities fill multiple HEA purposes; these are cross-listed in this EXHIBIT 6 (as well as fit multiple categories, at times of the PMF in EXHIBIT 20).

Program Goal Area #1: Interdisciplinary programs which incorporate foreign language and international studies in business and professional curricula. [Sec. 612(c)(1)(A)]	
1a. Curriculum Internationalization (T. Hult)	18, 19, 20, 21
<ul style="list-style-type: none"> Development and implementation of a “Global Mindset” curriculum to be required for <u>all</u> undergraduates in the MSU Broad College of Business (about 1,400 new business students enter each cohort). 	19, 20, 21
<ul style="list-style-type: none"> Global Supply Chain Management “Badge” for undergraduates (see general structure of “academic “badges” at MSU; this new badge would be on GSCM for undergraduates) 	19, 20, 21
<ul style="list-style-type: none"> Global Business Strategy “Badge” for undergraduates (see general structure of “academic “badges” at MSU; this new badge would be on Global Strategy for undergraduates) 	20, 21
<ul style="list-style-type: none"> Online Master of Science in International Business (targeting students who obtained an undergraduate in STEM areas – Science, Technology, Engineering, and Mathematics) 	20, 21
<ul style="list-style-type: none"> Curriculum Development Grant Fund (global.broad.msu.edu/grants/curriculum) 	18, 19, 20, 21
1b. Interdisciplinary Education Abroad (K. Butler, S. Singer, J. Sims)	18, 19, 20, 21
<ul style="list-style-type: none"> Multilateral education abroad programs with MSU’s Office for Education Abroad 	18, 19, 20, 21
<ul style="list-style-type: none"> Business and Culture in India for business and non-business undergraduate students 	19, 21
<ul style="list-style-type: none"> Business and Culture in Southeast Asia for graduate business students 	20, 22
<ul style="list-style-type: none"> Business and Culture in Southeast Asia for Community College and MSI Faculty 	18, 20
<ul style="list-style-type: none"> Business and Culture in Sub-Saharan Africa for Community College and MSI Faculty 	19, 21
1c. International Business Internships (J. Sims, T. Kiyak)	18, 19, 20, 21

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<ul style="list-style-type: none"> ▪ Strategic partnerships with business and industry associations (e.g., Michigan Manufacturers Association, Michigan Economic Development Corporation, Michigan Business Network) to develop significant additions to international business internships 	19, 20, 21
<ul style="list-style-type: none"> ▪ Michigan Export Internship Program, partnering with Michigan Manufacturers Association, Michigan Economic Development Corporation, Michigan Business Network 	19, 20, 21
<ul style="list-style-type: none"> ▪ Global Internship Conference, Community College and Workforce Development Roundtable on best practices in internationalization for community colleges (globalinternshipconference.com) 	19, 20, 21
<ul style="list-style-type: none"> ▪ globalEDGE Internship Directory, revision and expansion (globaledge.msu.edu/international-internships) 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Capitalizing on partner networks (e.g., Academy of International Business, globalEDGE network, MSU faculty and alumni in 176 countries, Global Business School Network) to identify, fill, and orchestrate international business internships 	20, 21
1d. Business Executives-in-Residence (T. Hult)	18, 19, 20, 21
1e. International Business Student Organization (J. Sims, E. Kocas)	18, 19, 20, 21

Program Goal Area #2: Interdisciplinary programs which provide business and other professional training for foreign language and international studies faculty and degree candidates. [Sec. 612(c)(1)(B)]

2a. Development of Business Languages (S. Singer, J. Sims, S. Shanker)	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Community college faculty development grants to enhance business languages 	19, 21
<ul style="list-style-type: none"> ▪ Minority-serving institution faculty development grants to enhance business languages 	19, 21
<ul style="list-style-type: none"> ▪ Four-year university faculty development grants to enhance business languages 	18, 20
<ul style="list-style-type: none"> ▪ Business Language Conference, a collaborative effort of all CIBER universities, to be held in academic years 2019/20 and 2021/22. Business Language Teaching and Research (BLRT) grants to be awarded in conjunction with the conference. 	19, 21
<ul style="list-style-type: none"> ▪ Business Language Teaching and Research (BLRT) grants to be awarded in conjunction with the Business Language Conference, a collaborative effort of all CIBER universities. 	19, 21
<ul style="list-style-type: none"> ▪ Business Hindi and Business Chinese Modules; these proficiency-based modules on business-related topics will be appropriate for use in 300/400-level language classes 	18, 19, 20, 21
2b. Resource Center for Business Language Teaching (J. Sims)	20, 21
2c. Business Language Research Fund (S. Singer, I. Kiyak)	18, 20
<ul style="list-style-type: none"> ▪ Business language research grants for faculty 	18, 20
<ul style="list-style-type: none"> ▪ Business language research grants for doctoral students (and advanced master's students) 	18, 20
2d. Interdisciplinary Faculty and Student Programs (T. Hult, S. Singer, T. Kiyak, J. Sims, R. Bunnell)	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Globalization of Community College Education; white paper series, industry reports, and annual benchmarking in strategic partnership with Community Colleges for International Development (CCID) and MSU's College of Education 	20, 21

Program Goal Areas, Projects, and Activities

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<ul style="list-style-type: none"> ▪ Anti-Counterfeiting and Product Protection Program (A-CAPP); strategic collaboration with MSU’s School of Criminal Justice (a-capp.msu.edu); international business focus on anti-counterfeiting and product protection; this includes (1) Interdisciplinary Conference on Cybercrime and (2) Risks of Counterfeiting, Brand Protection, and Anti-Counterfeiting Strategies 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Global Business Club of Mid-Michigan (gbclub.msu.edu) with regional partners (e.g., Lansing Regional Chamber of Commerce, Lansing Community College, Foster Swift, U.S. Commercial Service, Michigan Business Network) 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ World Languages Day for community college faculty and students, high school teachers, students, and parents. 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Global Sustainability Center with strategic industry partners; focus aligned with the United Nations and World Investment Forum’s “Sustainable Development Goals” (sustainabledevelopment.un.org) 	19, 20, 21
<ul style="list-style-type: none"> ▪ Community College Growth Program (CCGP); pro bono services to community colleges on how to internationalize their campuses, programs, and courses. 	19, 21

Program Goal Area #3: Collaborative programs, activities, or research involving institutions, associations, businesses, including outreach activities and consortia. [Sec. 612(c)(1)(B) and Sec. 612(c)(2)(E)]	
3a. Collaborations with NASBITE International (S. Singer, J. Sims)	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ International business case study competition for students at community colleges and four-year universities to be held at NASBITE International’s annual conference 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Support for the Certified Global Business Professional Credential (CGBP); as one of the original supporters, MSU will continue to provide support for the continued development of the CGBP, provide testing sites, and provide preparation training programs 	18, 19, 20, 21
3b. Global Business Club of Mid-Michigan (gbclub.msu.edu) with regional partners (e.g., Lansing Regional Chamber of Commerce, Lansing Community College, Foster Swift, U.S. Commercial Service, Michigan Business Network) (R. Bunnell, J. Sims)	18, 19, 20, 21
3c. Lansing Economic Club (lansingchamber.org/page/EconClub) with the Lansing Regional Chamber of Commerce and mid-Michigan strategic partners (J. Sims, T. Hult)	18, 19, 20, 21
3d. Michigan Business Network (michiganbusinessnetwork.org) with MBN and mid-Michigan strategic partners; strategic partnership for annual benchmarking research, monthly business luncheons attracting about 200 people, and the globalEDGE Business Beat radio show hosted by Tomas Hult (T. Hult, R. Bunnell, J. Sims, E. Kocas)	18, 19, 20, 21
3e. Michigan and the World Coalition; annual seminars in strategic partnership with MSU’s Center for Advanced Study of International Development, Michigan State Colleagues International, Greater Lansing United Nations Association, International Visitors Council of Detroit, Lansing Regional Sister Cities Commission, Michigan League of Women Voters, Michigan Municipal League, National Wildlife Federation S.E. Michigan, and Returned Peace Corps Volunteers (J. Sims)	19, 20, 21
3f. Collaboration with CCID and NACCE (Community Colleges for International Development, National Association for Community College Entrepreneurship) (S. Singer, T. Hult, T. Kiyak, B. Motz)	18, 19, 20, 21

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<ul style="list-style-type: none"> International Business Institute for Community College Faculty “On the Road” in collaboration with CCID and NACCE; MSU will offer 1-2 day faculty development workshops at community college host institutions; an annual IBI “On the road” will also take place at CCID’s annual conference. 	18, 19, 20, 21
<ul style="list-style-type: none"> Globalization of community college education; white paper series, industry reports, and annual benchmarking in strategic partnership with Community Colleges for International Development (CCID) and MSU’s College of Education 	20, 21
<ul style="list-style-type: none"> International Business Education Index (IBEX); benchmarking study on international business education at community colleges (continuation of annual report since 2008) 	18, 19, 20, 21
<p>3g. Collaborations with Community Colleges, Universities, and Associations (S. Singer, T. Hult, T. Kiyak, I. Kiyak, R. Bunnell, J. Rytlewski)</p>	18, 19, 20, 21
<ul style="list-style-type: none"> International Business Doctoral Consortium with Academy of International Business / Sheth Foundation Doctoral Consortium 	18, 19, 20, 21
<ul style="list-style-type: none"> Michigan Community College Association; strategic partner in MCCA’s Presidential Leadership on Internationalization Initiative – this includes all 28 community colleges in the State of Michigan 	19, 21
<ul style="list-style-type: none"> Business Language Conference, a collaborative effort of all CIBER universities, to be held in academic years 2019/20 and 2021/22. Business Language Teaching and Research (BLRT) grants to be awarded in conjunction with the conference. 	19, 21
<ul style="list-style-type: none"> Lansing Economic Club; MSU-CIBER is involved as one of eight strategic partners jointly; hosted by the Greater Lansing Chamber of Commerce 	18, 19, 20, 21
<ul style="list-style-type: none"> Michigan’s District Export Councils (DEC); Dr. Tomas Hult serves on the Western Michigan DEC and Dr. Tunga Kiyak serves on the East Michigan DEC; CIBER is a developer and host of the East Michigan DEC website (www.eastmichigandec.org) and the Western Michigan DEC website (www.exportwestmichigan.com). 	18, 19, 20, 21
<ul style="list-style-type: none"> National CIBER Exports and Workforce Development Initiative. This initiative brings together the export promotion and job creation activities of the CIBER network with the goal of amplifying and maximizing national impact. 	18, 19, 20, 21
<ul style="list-style-type: none"> Anti-Counterfeiting and Product Protection Program (A-CAPP); strategic collaboration with MSU’s School of Criminal Justice (a-capp.msu.edu); international business focus on anti-counterfeiting and product protection; this includes (1) Interdisciplinary Conference on Cybercrime and (2) Risks of Counterfeiting, Brand Protection, and Anti-Counterfeiting Strategies 	18, 19, 20, 21
<ul style="list-style-type: none"> Michigan Business Network (michiganbusinessnetwork.org) with MBN and mid-Michigan strategic partners; strategic partnership for annual benchmarking research, monthly business luncheons attracting about 200 people, and the globalEDGE Business Beat radio show hosted by Tomas Hult 	18, 19, 20, 21
<ul style="list-style-type: none"> Global Internship Conference, Community College and Workforce Development Roundtable on best practices in internationalization for community colleges (globalinternshipconference.com) 	19, 20, 21
<ul style="list-style-type: none"> International Business Institute for Community College Faculty “On the Road” in collaboration with CCID and NACCE; MSU will offer 1-2 day faculty development workshops at community college host institutions; an annual IBI “On the road” will also take place at CCID’s annual conference. 	18, 19, 20, 21
<ul style="list-style-type: none"> American Association of Community Colleges Workforce Development Institute; strategic partnership to offer community college programming (e.g., IBI “On the road”) 	18, 19, 20, 21

Program Goal Areas, Projects, and Activities

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<ul style="list-style-type: none"> National Association for Community College Entrepreneurship; strategic partnership to offer community college programming, especially incorporating international entrepreneurship at community colleges 	18, 19, 20, 21
<ul style="list-style-type: none"> California International Trade Development Centers; development of a Global Entrepreneurship Digital Badge to provide exposure to Global Supply Chain Management and Global Business Management for high school and college students. 	19, 20, 21

Program Goal Area #4: Research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula. [Sec. 612(c)(1)(E)]

4a. Development of teaching modules for the Diagnostic Tool called CORE (Company Readiness to Export) (globaledge.msu.edu/tools-and-data/diagnostic-tools) (T. Kiyak)	20, 21
4b. Online Course Modules (globaledge.msu.edu/reference-desk/online-course-modules) (S. Singer)	18, 19, 20, 21
<ul style="list-style-type: none"> Series on “Doing Business in XYZ Country/Region” (separate modules include: Africa, Brazil, India, China, Japan, Latin America, Russia, South Korea, Southeast Asia, European Union, Middle East) 	19, 21
<ul style="list-style-type: none"> Series on “Culture and International Business” (separate modules include: culture, ethics, international negotiation, world religions) 	18, 20
<ul style="list-style-type: none"> Series on “Exporting”; the exporting series of online and MP3-based course modules is developed and maintained in strategic collaboration with the U.S. Department of Commerce and its publication <i>A Basic Guide to Exporting</i>. 	18, 19, 20, 21
4c. Globalization of Community College Education; white paper series, industry reports, and annual benchmarking in strategic partnership with Community Colleges for International Development (CCID) and MSU’s College of Education (S. Singer)	20, 21
4d. Curriculum Development Grant Fund (I. Kiyak)	18, 19, 20, 21
<ul style="list-style-type: none"> Curriculum Development Grant Fund for community college faculty and administrators 	19, 21
<ul style="list-style-type: none"> Curriculum Development Grant Fund for minority-serving institutions faculty and admin 	19, 21
<ul style="list-style-type: none"> Curriculum Development Grant Fund for university faculty and administrators 	18, 19, 20, 21
4e. Dissertation Grants on Community Colleges; funds for use to study internationalization of business programs at community colleges; strategic partnership with Higher, Adult, & Lifelong Learning (HALE) doctoral program in MSU’s College of Education (E. Kocas)	19, 20, 21
4f. Impact of Product Counterfeiting on Global Competitiveness Study; a multi-industry study in collaboration with MSU’s School of Criminal Justice and A-CAPP; the lessons will be summarized and disseminated to industry stakeholders (I. Kiyak)	20
4g. International Business Course Development Resources for Community College Faculty; discipline-specific template/guidance documents that focus on the primary IB-related courses taught at community colleges in the U.S.: international business, marketing, management, accounting, entrepreneurship, supply chain/logistics, and trade. Each document includes the major topical areas that should be covered in a comprehensive course; the most commonly used textbooks; online, popular press, and other non-textbook teaching materials; and details on sample syllabi that new-to-IB instructors can use to create IB-focused courses. (T. Hult, T. Kiyak, S. Singer)	18, 19, 20, 21

Program Goal Areas, Projects, and Activities

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Program Goal Area #5: Research designed to promote international competitiveness of American business. [Sec. 612(c)(1)(F)]	
5a. CIBER-Led Research on International Competitiveness (T. Hult, T. Kiyak, I. Kiyak, B. Motz, S. Singer, J. Sims, E. Kocas)	18, 19, 20, 21
<ul style="list-style-type: none"> Annual survey of global competitiveness of Michigan companies with the Michigan Economic Development Corporation, Michigan Manufacturers Association, Michigan Business Network, and the Michigan Chamber of Commerce 	18, 19, 20, 21
<ul style="list-style-type: none"> International Business Education Index (IBEX); benchmarking study on international business education at community colleges (continuation of annual report since 2008) 	18, 19, 20, 21
<ul style="list-style-type: none"> International Business Education Index (IBEX-MSI), benchmarking study on international business education at minority-serving institutions (starting 2019) 	19, 21
<ul style="list-style-type: none"> Impact of Product Counterfeiting on Global Competitiveness Study; a multi-industry study in collaboration with MSU's School of Criminal Justice and A-CAPP; the lessons will be summarized and disseminated to industry stakeholders 	20
5b. Non-Business Partnerships for Research on International Competitiveness (T. Hult)	18, 19, 20, 21
<ul style="list-style-type: none"> Africa - African Studies Center (Africa.isp.msu.edu): Strategic partnership to research international business topics to maximize U.S. international competitiveness related to Africa. MSU's African Studies Center has played a key role in facilitating partnerships with African institutions, lowering barriers between students and faculty, and bringing talent from across campus into productive cooperation. 	19, 21
<ul style="list-style-type: none"> Asia - Asian Studies Center (Asia.isp.msu.edu): Strategic partnership to research international business topics to maximize U.S. international competitiveness related to Asia. MSU's Asian Studies Center is distinguished by its comprehensive attention to East, Central, South, and Southeast Asia in its curriculum, research, and scope of outreach activities. 	18, 20
<ul style="list-style-type: none"> Canada - Canadian Studies Center (Canadianstudies.isp.msu.edu): Strategic partnership to research international business topics to maximize U.S. international competitiveness related to Canada. MSU's Canadian Studies Center researches and informs the broader community about all aspects of Canada, particularly its connection and contribution to a global society. 	18, 20
<ul style="list-style-type: none"> Europe, Russia, and Eurasia - Center for European, Russian, and Eurasian Studies (ceres.isp.msu.edu): Strategic partnership to research international business topics to maximize U.S. international competitiveness related to Europe, Russia, and Eurasia regions. MSU's CERES has provided language education and outreach support to the mid-Michigan community through partnerships with more than 54 institutes of higher education in Europe, Russia and Eurasia. 	18, 19
<ul style="list-style-type: none"> Latin America - Center for Latin American and Caribbean Studies (LatinAmerica.isp.msu.edu): Strategic partnership to research international business topics to maximize U.S. international competitiveness related to Latin American and Caribbean regions. MSU's CLACS has provided language education and outreach support to the mid-Michigan community through partnerships with more than 29 institutes of higher education in Latin America and the Caribbean region. 	19, 21
<ul style="list-style-type: none"> International Development – Center for Advanced Study of International Development (CASID.isp.msu.edu): Strategic partnership to research international business topics to maximize U.S. international competitiveness related to international development. MSU's CASID in the College of Social Science promotes and coordinates the study of international development from the perspective of the social sciences. 	18, 19, 20, 21

Program Goal Areas, Projects, and Activities

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<ul style="list-style-type: none"> ▪ Food Systems – Global Center for Food Systems Innovation (gcfsi.isp.msu.edu): Strategic partnership to research international business topics to maximize U.S. international competitiveness related to international development. MSU’s GCFSI is one of eight development labs funded by the US Global Development Lab at the United States Agency for International Development. The GCFSI mission is to create, test, and enable scaling of effective solutions and evidence-based approaches to a defined set of future critical global trends impacting food systems. 	20, 21
<ul style="list-style-type: none"> ▪ Agriculture and Natural Resources – Center for Global Connections in Food, Agriculture, and Natural Resources (canr.msu.edu/cgc): Strategic partnership to research international business topics to maximize U.S. international competitiveness related to food, agriculture and natural resources. MSU’s CGC in the College of Agriculture and Natural Resources aims to extend the wealth of knowledge and the power of discovery embodied in the state of Michigan and MSU to improve the lives and livelihoods of peoples throughout the developing world. 	19, 21
<ul style="list-style-type: none"> ▪ STEM and Engineering – Global Engineering Office (egr.msu.edu/global/global-engineering-programs): Strategic partnership to research international business topics to maximize U.S. international competitiveness related to STEM (Science, Technology, Engineering, and Mathematics) and engineering topics. MSU’s Global Engineering Office in the College of Engineering engineers works with faculty and students to engage with partners around the world. MSU scientists are working on sustainable energy research, environmental and water solutions, engineering design challenges and next generation cyber technologies that lead developments in the academic, public and private sectors. 	18, 19
<ul style="list-style-type: none"> ▪ Health – Institute for Global Health (ighealth.msu.edu): Strategic partnership to research international business topics to maximize U.S. international competitiveness related to health. MSU’s IGH is committed to improving the quality of life in resource-poor and disadvantaged communities around the world. In pursuing its goals, IGH works closely with MSU's International Studies and Programs to apply academic and research methodologies to global health challenges. CIBER will integrate with IGH on this research for U.S. corporations’ health-related benefits. 	20, 21
<ul style="list-style-type: none"> ▪ Anti-Counterfeiting and Product Protection – Center for Anti-Counterfeiting and Product Protection Program (A-CAPP) with MSU’s School of Criminal Justice (a-capp.msu.edu); Strategic partnership to research international business topics to maximize U.S. international competitiveness related to anti-counterfeiting and product protection. A-CAPP is the first and preeminent academic body focusing upon the complex global issues of anti-counterfeiting and product protection of all products, across all industries, in all markets on strategies to work effectively to detect, deter, and respond to the crime. 	18, 19, 20, 21
<p>5c. Business-Focused Partnerships for Research on International Competitiveness (T. Hult)</p>	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ International Business Science Institute; this new research institute – modeled after the Marketing Science Institute (MSI) links business professionals and academic researchers to jointly advance knowledge development and knowledge deployment on international business, trade, and competitiveness; in proposed strategic collaboration with the Academy of International Business, the Sheth Foundation, and the Marketing Science Institute. 	20, 21
<ul style="list-style-type: none"> ▪ Supply Chains and Value Chains – The Axia Institute (axia.broad.msu.edu): Strategic partnership to research international business topics to maximize U.S. international competitiveness related supply chain management and value chains. MSU’s Axia Institute focuses on research related to value chain creation and management; offers educational programs in supply chain management; includes faculty from the Broad College of Business, the College of Engineering, the College of Agriculture and Natural Resources, and the College of Social Science. 	18, 19, 20, 21

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<ul style="list-style-type: none"> ▪ Entrepreneurship and Innovation – MSU’s Burgess Institute for Entrepreneurship and Innovation (ie.broad.msu.edu): Strategic partnership to research international business topics to maximize U.S. international competitiveness related to entrepreneurship, small-and-medium-sized enterprises, and so-called “born global” companies. The Burgess Institute advances and promotes entrepreneurship at MSU and in the state of Michigan through research, education, and outreach. 	19, 21
<ul style="list-style-type: none"> ▪ Business and Social Analytics – Center for Business and Social Analytics (cbsa.msu.edu): Strategic partnership to research international business topics to maximize U.S. international competitiveness based on advances in business and social analytics. MSU’s CBSA accelerates research that uses digital resources to understand and predict social, economic, business, and government processes from the ground up by providing and coordinating resources to enhance multi-college collaboration, the sharing of ideas, and innovation across MSU. 	18, 20
<ul style="list-style-type: none"> ▪ Railways – Center for Railway Education and Research (railway.broad.msu.edu): Strategic partnership to research international business topics to maximize U.S. international competitiveness related to advances in railway and multimodal research that spans the global marketplace. The Broad College’s Railway Center covers the railway as a transportation system with a multidisciplinary team, undertaking applied railway research, practicing knowledge leadership, offering consulting services, and providing railway-specific educational programs. 	21
<ul style="list-style-type: none"> ▪ Finance – Center for Venture Capital, Private Equity and Entrepreneurial Finance (finance.broad.msu.edu/center-for-venture-capital): Strategic partnership to research international business topics to maximize U.S. international competitiveness related international finance and economics topics. The Broad College’s CVCPEEF pursues academic and applied research on entrepreneurship, venture capital, and private equity investments, building collaborative relationships with others in the field. 	18, 20
<ul style="list-style-type: none"> ▪ Global Business Transformation – Demmer Center for Business Transformation (demmer.broad.msu.edu): Strategic partnership to research international business topics to maximize U.S. international competitiveness related to opportunities for business transformations for multinational corporations. The Broad College’s Demmer Center helps Michigan manufacturing businesses transform into lean, agile global competitors and increase their presence and profitability in domestic as well as global markets. 	20, 21
<p>5d. Faculty and Doctoral Student Research (global.broad.msu.edu/grants/research) (T. Hult)</p>	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Interdisciplinary <i>faculty</i> research; the area of focus is dependent on faculty interests; CIBER will promote and support a focus on topics relevant to the “International Competitiveness” of U.S. businesses and firms (but will dedicate funds for research on interdisciplinary research on global strategic value chains) 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Interdisciplinary <i>doctoral student</i> research; the area of focus is dependent on doctoral student interests; CIBER will promote and support a focus on topics relevant to the “International Competitiveness” of U.S. businesses and firms (but will dedicate funds for research on interdisciplinary research on global strategic value chains) 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ <i>Faculty</i> research on business functions; the area of focus is dependent on faculty interests, national significance, and magnitude; CIBER will promote and support a focus on functional business topics relevant to the “International Competitiveness” of U.S. businesses and firms 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ <i>Doctoral student</i> research on business functions; the area of focus is dependent on faculty interests, national significance, and magnitude; CIBER will promote and support a focus on functional business topics relevant to the “International Competitiveness” of U.S. businesses and firms 	18, 19, 20, 21

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<p>5e. CORE Online Diagnostic Tool New benchmarking research, online software refinement, and maintenance for the CORE Diagnostic Tool (Company Readiness to Export) (globaledge.msu.edu/tools-and-data/diagnostic-tools) (T. Kiyak)</p>	<p>19, 21</p>
<p>5f. Dissertation Grants on Community Colleges; funds for use to study internationalization of business programs at community colleges; strategic partnership with Higher, Adult, & Lifelong Learning (HALE) doctoral program in MSU’s College of Education (E. Kocas)</p>	<p>19, 20, 21</p>
<p>5g. Globalization of Community College Education; white paper series, industry reports, and annual benchmarking in strategic partnership with Community Colleges for International Development (CCID) and MSU’s College of Education (S. Singer)</p>	<p>20, 21</p>
<p>5h. CIBER/Byington International Marketing Speaker Series; jointly supported by CIBER and the Byington Endowment for Global Marketing in the Broad College of Business, this speaker series brings in world-renowned researchers to present their research and engage with faculty and doctoral students (T. Hult)</p>	<p>18, 19, 20, 21</p>
<p>5i. Applied International Economics Seminar Series; strategic partnership with MSU’s College of Social Science and MSU’s Department of Economics; this speaker series brings in world-renowned researchers to present their research and engage with faculty and doctoral students (I. Kiyak).</p>	<p>18, 19, 20, 21</p>

Program Goal Area #6: Programs available to members of the business community and other professionals designed to develop or enhance their international skills, awareness, and expertise. [Sec. 612(c)(1)(C)]

<p>6a. globalEDGE (globaledge.msu.edu); CIBER funding has been used to continually develop and maintain globalEDGE as a free online resource providing knowledge development, knowledge deployment, and cultural competitiveness (“Your Source for Global Business Knowledge”); since 2004, Google has ranked globalEDGE #1 when searching on “international business resources” – the site has some 2 million active users and more than 10 million monthly users (T. Kiyak, T. Hult, S. Singer, E. Kocas, J. Sims, J. Rytlewski)</p>	<p>18, 19, 20, 21</p>
<p>6b. Online Master’s Certificates and Business Training (T. Hult)</p>	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Master’s Certificate in Strategic Global Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online “Master’s Certificate” composed of a four-course sequence with required courses (Global Supply Chain Management, Global Business Strategy, and Cross Cultural Management) and one elective strategy course 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Master’s Certificate in Global Supply Chain Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online “Master’s Certificate” composed of a three-course sequence with required courses (Supply Chain Management I, Supply Chain Management II, and Global Supply Chain Management) 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Training on Global Supply Chain Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Hult, Closs, and Frayer book titled <i>Global Supply Chain Management</i>, McGraw-Hill, 2014) 	<p>18, 19, 20, 21</p>

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<ul style="list-style-type: none"> ▪ Training on Global Business Strategy; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Yip and Hult book titled <i>Total Global Strategy</i>, Prentice Pearson Hall, 2012) 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Training on Cross Cultural Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Spony Profiling Model) 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Training on International Business; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Hill and Hult book titled <i>Global Business Today</i>, McGraw Hill, 2020) 	20, 21
<p>6c. Global Business Club of Mid-Michigan (gbclub.msu.edu) with regional partners (e.g., Lansing Regional Chamber of Commerce, Lansing Community College, Foster Swift, U.S. Commercial Service, Michigan Business Network) (R. Bunnell, J. Sims)</p>	18, 19, 20, 21
<p>6d. International Trade Center of Mid-Michigan housed at the CIBER offices on behalf of the mid-Michigan community; strategic collaboration with the Lansing Economic Area Partnership (LEAP), Lansing Regional Chamber of Commerce, Michigan Manufacturers Association (MMA), Michigan Economic Development Corporation (MEDC), Port Lansing, and Lansing Capital Region International Airport (J. Sims, E. Kocas)</p>	18, 19, 20, 21
<p>6e. Michigan Regional Export Network housed at the CIBER offices on behalf of the mid-Michigan community; strategic collaboration with the Michigan Economic Development Corporation (MEDC) (J. Sims, E. Kocas)</p>	18, 19, 20, 21
<p>6f. Export Education for Businesspeople and Other Professionals (J. Sims, T. Kiyak, E. Kocas, S. Singer)</p>	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ NASBITE’s CGBP preparation workshops (Certified Global Business Professional Credential). MSU’s CIBER is the only certified training center among the CIBER network 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ A Basic Guide to Exporting (“Exporting 101”), in strategic collaboration with the U.S. Department of Commerce and Michigan Economic Development Corporation and based on the USEAC’s <i>A Basic Guide to Exporting</i> 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Exporting and Global Marketing, one of four core components of NASBITE’s CGBP. (Certified Global Business Professional Credential). MSU’s CIBER is the only certified training center among the CIBER network 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Exporting and Global Business Management, one of four core components of NASBITE’s CGBP. (Certified Global Business Professional Credential). MSU’s CIBER is the only certified training center among the CIBER network 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Exporting and Trade Finance, one of four core components of NASBITE’s CGBP. (Certified Global Business Professional Credential). MSU’s CIBER is the only certified training center among the CIBER network 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Exporting and Logistics/Global Supply Chain, one of four core components of NASBITE’s CGBP. (Certified Global Business Professional Credential). MSU’s CIBER is the only certified training center among the CIBER network 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Exporting and Economic Development, offered primarily to Economic Development (ED) professionals in Michigan and the U.S. Midwest Region in partnership with the Michigan Economic Development Corporation 	18, 19, 20, 21
<p>6g. Business Executives-in-Residence (T. Hult)</p>	18, 19, 20, 21

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<p>6h. Michigan Export Growth Program (global.broad.msu.edu/megp); pro bono program which facilitates about 100 small- and medium-sized Michigan companies going international annually (E. Kocas, J. Sims, T. Hult, T. Kiyak)</p>	<p>18, 19, 20, 21</p>
<p>6i. Export Michigan (Exportmi.org) - In conjunction with the Michigan Economic Development Corporation MEDC (the Michigan Governor’s and State of Michigan’s economic and international trade development organization), MSU-CIBER will continually develop and maintain a statewide, export-focused website, exportmi.org, with tools, resources, and directories for Michigan businesses looking to export. Major features include (1) target markets and industries, (2) export services directory, (3) event calendar, and (4) online export tools. The site also has the industry-specific Market Potential Indicators (MPI) (E. Kocas, J. Sims, T. Hult)</p>	<p>18, 19, 20, 21</p>
<p>6j. Internationalizing Executive Development (T. Hult, T. Kiyak, J. Sims, S. Singer)</p>	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Center for Anti-Counterfeiting and Product Protection Program (A-CAPP) with MSU’s School of Criminal Justice (a-capp.msu.edu); Strategic partnership to train businesspeople on international business topics to maximize U.S. international competitiveness related to anti-counterfeiting and product protection. A-CAPP is the first and preeminent academic body focusing upon the complex global issues of anti-counterfeiting and product protection of all products, across all industries, in all markets on strategies to work effectively to detect, deter, and respond to the crime. 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Master’s Certificate in Strategic Global Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online “Master’s Certificate” composed of a four-course sequence with required courses (Global Supply Chain Management, Global Business Strategy, and Cross Cultural Management) and one elective strategy course 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Master’s Certificate in Global Supply Chain Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online “Master’s Certificate” composed of a three-course sequence with required courses (Supply Chain Management I, Supply Chain Management II, and Global Supply Chain Management) 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Training on Global Supply Chain Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Hult, Closs, and Frayer book titled <i>Global Supply Chain Management</i>, McGraw-Hill, 2014) 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Training on Global Business Strategy; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Yip and Hult book titled <i>Total Global Strategy</i>, Prentice Pearson Hall, 2012) 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Training on Cross Cultural Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Spony Profiling Model) 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Training on International Business; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Hill and Hult book titled <i>Global Business Today</i>, McGraw Hill, 2020) 	<p>20, 21</p>
<ul style="list-style-type: none"> ▪ NASBITE’s CGBP preparation workshops (Certified Global Business Professional Credential). MSU’s CIBER is the only certified training center among the CIBER network 	<p>18, 19, 20, 21</p>

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<ul style="list-style-type: none"> ▪ A Basic Guide to Exporting (“Exporting 101”), in strategic collaboration with the U.S. Department of Commerce and Michigan Economic Development Corporation and based on the USEAC’s <i>A Basic Guide to Exporting</i> 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Exporting and Global Marketing, one of four core components of NASBITE’s CGBP. (Certified Global Business Professional Credential). MSU’s CIBER is the only certified training center among the CIBER network 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Exporting and Global Business Management, one of four core components of NASBITE’s CGBP. (Certified Global Business Professional Credential). MSU’s CIBER is the only certified training center among the CIBER network 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Exporting and Trade Finance, one of four core components of NASBITE’s CGBP. (Certified Global Business Professional Credential). MSU’s CIBER is the only certified training center among the CIBER network 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Exporting and Logistics/Global Supply Chain, one of four core components of NASBITE’s CGBP. (Certified Global Business Professional Credential). MSU’s CIBER is the only certified training center among the CIBER network 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Exporting and Economic Development, offered primarily to Economic Development (ED) professionals in Michigan and the U.S. Midwest Region in partnership with the Michigan Economic Development Corporation 	18, 19, 20, 21
<p>6k. Global Sustainability Center with strategic industry partners; focus aligned with the United Nations and World Investment Forum’s “Sustainable Development Goals” (sustainabledevelopment.un.org) (T. Hult)</p>	19, 20, 21
<p>6l. Anti-Counterfeiting and Product Protection – Center for Anti-Counterfeiting and Product Protection Program (A-CAPP) with MSU’s School of Criminal Justice (a-capp.msu.edu); Strategic partnership to research international business topics to maximize U.S. international competitiveness related to anti-counterfeiting and product protection. A-CAPP is the first and preeminent academic body focusing upon the complex global issues of anti-counterfeiting and product protection of all products, across all industries, in all markets on strategies to work effectively to detect, deter, and respond to the crime (J. Sims).</p>	18, 19, 20, 21

Program Goal Area #7: Faculty development programs. [Sec. 612(c)(1)(A), Sec. 612(c)(1)(B), and Sec. 612(c)(2)(G)]

<p>7a. Faculty Development in International Business (FDIB) Programs (T. Hult, S. Singer, R. Bunnell)</p>	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ International Business Institute for Community College Faculty “On the Road” in collaboration with CCID and NACCE; MSU will offer 1-2 day faculty development workshops at community college host institutions; an annual IBI “On the road” will also take place at CCID’s annual conference. 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Michigan Community College Association; strategic partner in MCCA’s Presidential Leadership on Internationalization Initiative – this includes all 28 community colleges in the State of Michigan 	19, 21
<ul style="list-style-type: none"> ▪ Southeast Asia – Faculty Development in International Business (FDIB) with a core objective of conducting study abroad programs for community college faculty to multiple locations in Southeast Asia 	19
<ul style="list-style-type: none"> ▪ Sub-Saharan Africa – Faculty Development in International Business (FDIB) with a core objective of conducting study abroad programs for community college faculty to multiple locations in Sub-Saharan Africa 	21

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<ul style="list-style-type: none"> Business Language Conference, a collaborative effort of all CIBER universities, to be held in academic years 2019/20 and 2021/22. Business Language Teaching and Research (BLRT) grants to be awarded in conjunction with the conference. 	19, 21
<ul style="list-style-type: none"> Applied International Economics Seminar Series; strategic partnership with MSU's College of Social Science and MSU's Department of Economics; this speaker series brings in world-renowned researchers to present their research and engage with faculty and doctoral students 	18, 19, 20, 21
<ul style="list-style-type: none"> CIBER/Byington International Marketing Speaker Series; jointly supported by CIBER and the Byington Endowment for Global Marketing in the Broad College of Business, this speaker series brings in world-renowned researchers to present their research and engage with faculty and doctoral students (T. Hult) 	18, 19, 20, 21
7b. Faculty Development Grants (global.broad.msu.edu/grants/professional) (T. Hult)	18, 19, 20, 21
<ul style="list-style-type: none"> Professional development grants for all non-MSU faculty 	18, 20
<ul style="list-style-type: none"> Professional development grants earmarked for faculty at community colleges 	18, 19, 20, 21
<ul style="list-style-type: none"> Professional development grants earmarked for faculty at minority-serving institutions 	19, 21
<ul style="list-style-type: none"> Professional development grants for MSU faculty (matching funds only) 	18, 19, 20, 21

Program Goal Area #8: Outreach activities or consortia to provide expertise regarding research, curriculum development, faculty development, and exchange programs. [Sec. 612(c)(2)(E)]

8a. International Business Doctoral Consortium with Academy of International Business / Sheth Foundation Doctoral Consortium (T. Kiyak)	18, 19, 20, 21
8b. Faculty Development Grants (global.broad.msu.edu/grants/professional) (T. Hult)	18, 19, 20, 21
<ul style="list-style-type: none"> Professional development grants for all non-MSU faculty 	18, 20
<ul style="list-style-type: none"> Professional development grants earmarked for faculty at community colleges 	18, 19, 20, 21
<ul style="list-style-type: none"> Professional development grants earmarked for faculty at minority-serving institutions 	19, 21
<ul style="list-style-type: none"> Professional development grants for MSU faculty (matching funds only) 	18, 19, 20, 21
8c. Michigan Business Network (michiganbusinessnetwork.org) with MBN and mid-Michigan strategic partners; strategic partnership for annual benchmarking research, monthly business luncheons attracting about 200 people, and the globalEDGE Business Beat radio show hosted by Tomas Hult (T. Hult, R. Bunnell, J. Sims, E. Kocas)	18, 19, 20, 21
8d. International Business Case Study Competition for students at community colleges and four-year universities to be held at NASBITE International's annual conference (S. Singer, J. Sims)	18, 19, 20, 21
8e. Community College Growth Program (CCGP); pro bono services to community colleges on how to internationalize their campuses, programs, and courses. (S. Singer, T. Hult)	19, 21
8f. International Business Institute for Community College Faculty "On the Road" in collaboration with CCID and NACCE; MSU will offer 1-2 day faculty development workshops at community college host institutions; an annual IBI "On the road" will also take place at CCID's annual conference (S. Singer, T. Kiyak, E. Kocas, T. Hult, B. Motz)	18, 19, 20, 21

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<p>8g. Community College Global Summit, in collaboration with the National Association for Community College Entrepreneurship (NACCE) and the U.S. Department of Agriculture, the annual summit will be an opportunity for community college leaders from around the country to gather and engage together on issues of internationalization and workforce development in the community college curriculum. (S. Singer)</p>	<p>18, 19, 20, 21</p>
<p>8h. Faculty Development in International Business Study Abroad Programs for community college faculty (S. Singer, J. Sims)</p>	<p>20, 21</p>
<ul style="list-style-type: none"> ▪ Southeast Asia – Faculty Development in International Business (FDIB) with a core objective of conducting study abroad programs for community college faculty to multiple locations in Southeast Asia 	<p>20</p>
<ul style="list-style-type: none"> ▪ Sub-Saharan Africa – Faculty Development in International Business (FDIB) with a core objective of conducting study abroad programs for community college faculty to multiple locations in Sub-Saharan Africa 	<p>21</p>

Program Goal Area #9: Programs on and using technology-related disciplines for development and dissemination of teaching and resource materials. [Sec. 612(c)(2)(F)]

<p>9a. Dissemination via Technology-Related Disciplines (T. Kiyak, T. Hult, S. Singer, E. Kocas, J. Sims, J. Rytlewski, R. Bunnell)</p>	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ globalEDGE (globaledge.msu.edu); CIBER funding has been used to continually develop and maintain globalEDGE as a free online resource providing knowledge development, knowledge deployment, and cultural competitiveness (“Your Source for Global Business Knowledge”); since 2004, Google has ranked globalEDGE #1 when searching on “international business resources” – the site has some 2 million active users and more than 10 million monthly users. Main globalEDGE Menu Sections are: <ul style="list-style-type: none"> ▪ globalEDGE Global Insights (globaledge.msu.edu/global-insights) ▪ globalEDGE Reference Desk (globaledge.msu.edu/reference-desk) ▪ globalEDGE Tools and Data (globaledge.msu.edu/tools-and-data) ▪ globalEDGE Get Connected (globaledge.msu.edu/get-connected) ▪ globalEDGE Academy (globaledge.msu.edu/academy) 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Real-time knowledge, data, and resource dissemination to the Academy of International Business website, “Powered by globalEDGE” (globalEDGE.msu.edu) 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Real-time knowledge, data, and resource dissemination to the American Marketing Association website, “Powered by globalEDGE” (globalEDGE.msu.edu) 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Real-time knowledge, data, and resource dissemination to the West Michigan District Export Council website, “Powered by globalEDGE” (globalEDGE.msu.edu) 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Real-time knowledge, data, and resource dissemination to the East Michigan District Export Council website, “Powered by globalEDGE” (globalEDGE.msu.edu) 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Real-time knowledge, data, and resource dissemination to the Broad College of Business Global Initiatives website, “Powered by globalEDGE” (globalEDGE.msu.edu) 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ Global Business Club of Mid-Michigan (gbclub.msu.edu) with regional partners (e.g., Lansing Regional Chamber of Commerce, Lansing Community College, Foster Swift, U.S. Commercial Service, Michigan Business Network) 	<p>18, 19, 20, 21</p>
<ul style="list-style-type: none"> ▪ MSU Broad College of Business’s Global Initiatives website; development and maintenance led by MSU’s CIBER (http://global.broad.msu.edu) 	<p>18, 19, 20, 21</p>
<p>9b. Dissemination of Publications (A. Hoekman, R. Bunnell)</p>	<p>18, 19, 20, 21</p>

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<ul style="list-style-type: none"> ▪ <i>A Basic Guide to Exporting</i>, 11th Edition (and subsequent editions) in strategic partnership with the U.S. Department of Commerce 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ <i>Global Supply Chain Management: Leveraging Processes, Measurement, and Tools for Strategic Corporate Advantage</i> (2020, Revision), authored by Tomas Hult, David Closs, and David Frayer (McGraw Hill Professional) 	20, 21
<ul style="list-style-type: none"> ▪ <i>Second Shift: The Inside Story of the Keep GM Movement</i>, authored by David Hollister, Ray Tadgerson, David Closs, and Tomas Hult 	18, 19
<ul style="list-style-type: none"> ▪ <i>Global Strategic Management</i> (2019), authored by George Yip and Tomas Hult (Chicago Business Press) 	19, 20, 21
<ul style="list-style-type: none"> ▪ <i>Global Business Today</i>, 10th, 11th, and 12th editions, authored by Charles Hill and Tomas Hult (McGraw Hill Education) 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ <i>International Business</i>, 11th, 12th, and 13th editions authored by Charles Hill and Tomas Hult (McGraw Hill Education) 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ <i>The Reign of the Satisfied Customer</i> (2019), authored by Claes Fornell, Forrest Morgeson, Tomas Hult, and David VanAmberg (Palgrave Macmillan) 	19, 20
9c. CIBER Publications Program (T. Hult, S. Singer, A. Hoekman, R. Bunnell)	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ MSU-CIBER Annual Report 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ globalEDGE™ Business Review (volumes 12-15) 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Directory of MSU Faculty with International Expertise 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ globalEDGE Market Potential Index (MPI) 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ International Business Education Index (IBEX); benchmarking study on international business education at community colleges (continuation of annual report since 2008) 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ International Business Education Index (IBEX-MSI), benchmarking study on international business education at minority-serving institutions (starting 2019) 	19, 21
<ul style="list-style-type: none"> ▪ Globalization of Community College Education; white paper series, industry reports, and annual benchmarking in strategic partnership with Community Colleges for International Development (CCID) and MSU's College of Education (S. Singer) 	20, 21
9d. Social Media Communities (T. Kiyak, J. Rytlewski, J. Sims, E. Kocas, R. Bunnell)	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Social media for the Global Business Club of Mid-Michigan 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Social media for globalEDGE.msu.edu 	18, 19, 20, 21
<ul style="list-style-type: none"> ▪ Social media for MSU's CIBER programs 	18, 19, 20, 21
9e. Michigan Business Network (michiganbusinessnetwork.org) with MBN and mid-Michigan strategic partners; strategic partnership for annual benchmarking research, monthly business luncheons attracting about 200 people, and the globalEDGE Business Beat radio show hosted by Tomas Hult (T. Hult, R. Bunnell, J. Sims, E. Kocas)	18, 19, 20, 21

Program Goal Area #10: Development of opportunities for business students to study abroad. [Sec. 612(c)(2)(A,B,C,D)]

10a. International Business Internships (T. Hult, S. Singer, J. Sims, T. Kiyak)	
<ul style="list-style-type: none"> ▪ Strategic partnerships with business and industry associations (e.g., Michigan Manufacturers Association, Michigan Economic Development Corporation, Michigan Business Network) to develop significant additions to international business internships 	19, 20, 21

Program Goal Areas, Projects, and Activities

EXHIBIT 6

<ul style="list-style-type: none"> Michigan Export Internship Program, partnering with Michigan Manufacturers Association, Michigan Economic Development Corporation, Michigan Business Network 	19, 20, 21
<ul style="list-style-type: none"> Global Internship Conference, Community College and Workforce Development Roundtable on best practices in internationalization for community colleges (globalinternshipconference.com) 	19, 20, 21
<ul style="list-style-type: none"> globalEDGE Internship Directory, revision and expansion (globoledge.msu.edu/international-internships) 	18, 19, 20, 21
<ul style="list-style-type: none"> Capitalizing on partner networks (e.g., Academy of International Business, globalEDGE network, MSU faculty and alumni in 176 countries, Global Business School Network) to identify, fill, and orchestrate international business internships 	20, 21
<p>10b. International Linkages with Universities (K. Butler, T. Hult, J. Sims, S. Singer, T. Kiyak)</p>	18, 19, 20, 21
<ul style="list-style-type: none"> Serve as the administrative and development unit of the some 65 existing international linkages (teaching, research, and outreach) of MSU’s Broad College of Business. 	18, 19, 20, 21
<ul style="list-style-type: none"> Global Business School Network (GBSN, gbsnonline.org): GBSN focuses on collaboration among member schools; CIBER is the administrative unit facilitating the relation of MSU’s Broad College of Business and GBSN members (70 schools, 29 countries, 6 continents) 	18, 19, 20, 21
<ul style="list-style-type: none"> Consortium for Undergraduate International Business Education (CUIBE, cuibe.net): CUIBE provides an opportunity to benchmark programs and facilitate sharing of best practices in international business education (43 university members) 	18, 19, 20, 21
<ul style="list-style-type: none"> Planned Revisions and New Development – Historically, the Broad College sunsets between one and five international linkages annually and adds between one and five international linkages annually. 	18, 19, 20, 21
<p>10c. Leveraging the IBI for Community College Faculty “On the Road” for development opportunities for business students at community colleges to study abroad in collaboration with CCID and NACCE; MSU will offer 1-2 day faculty development workshops at community college host institutions; an annual IBI “On the road” will also take place at CCID’s annual conference. In Program Goal Area #10, our focus for the IBI On the Road is to facilitate community college faculty to find, develop, and nurture development opportunities for business students at community colleges to study abroad (S. Singer, T. Kiyak, E. Kocas, T. Hult, B. Motz)</p>	18, 19, 20, 21
<p>10d. Education Abroad Opportunities (K. Butler, S. Singer, J. Sims)</p>	18, 19, 20, 21
<ul style="list-style-type: none"> Serve as the administrative unit of MSU’s Broad College of Business approximate 50 existing business study abroad and exchange programs, among MSU’s approximately 325 education abroad opportunities that MSU offers in more than 80 countries on all 7 continents (even Antarctica!) (isp.msu.edu). 	18, 19, 20, 21
<ul style="list-style-type: none"> Immediate New Development – Business and Culture in Latin America for business and non-business students 	19
<ul style="list-style-type: none"> Immediate New Development – Business and Culture in India for business and non-business students 	18
<ul style="list-style-type: none"> Immediate New Development – Business and Culture in Southeast Asia for business and non-business students 	18
<ul style="list-style-type: none"> Immediate New Development – Business and Culture in Sub-Saharan Africa for business and non-business students 	19
<ul style="list-style-type: none"> Planned Revisions and New Development – Historically, the Broad College sunsets between one and five education abroad opportunities annually and adds between one and five education abroad opportunities annually. 	18, 19, 20, 21

Exhibit 7

Vision, Guiding Principles, Mission, & Areas

EXHIBIT 7

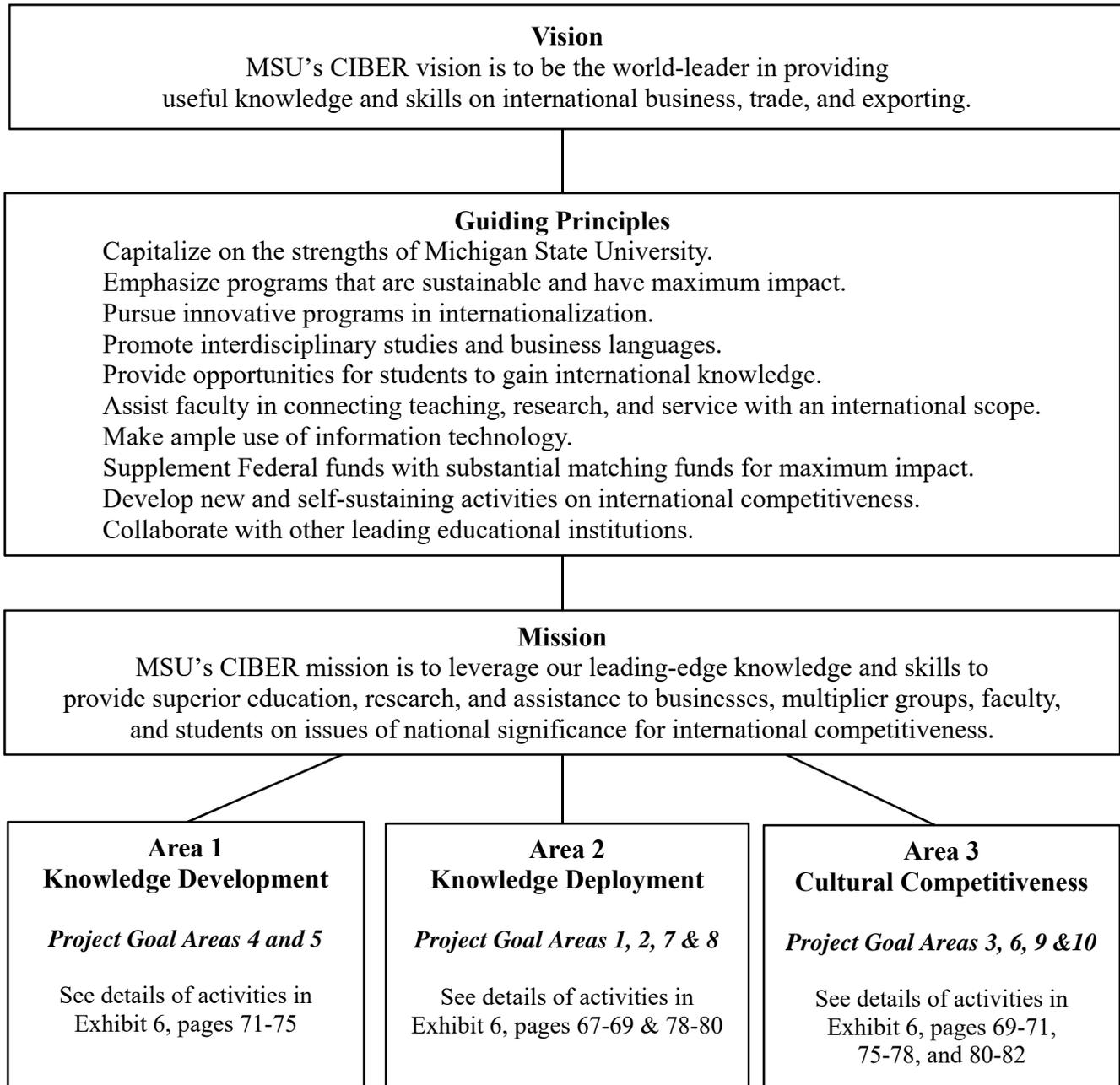


Exhibit 8

Project Alignment: CIBER Purposes and Priorities

EXHIBIT 8

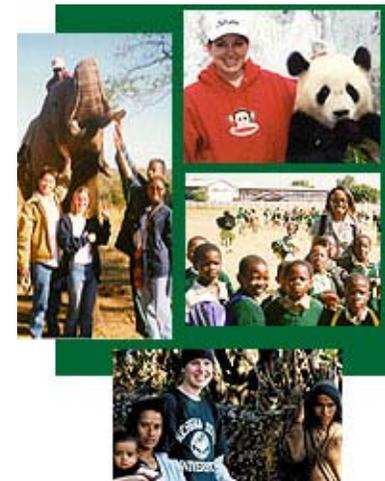
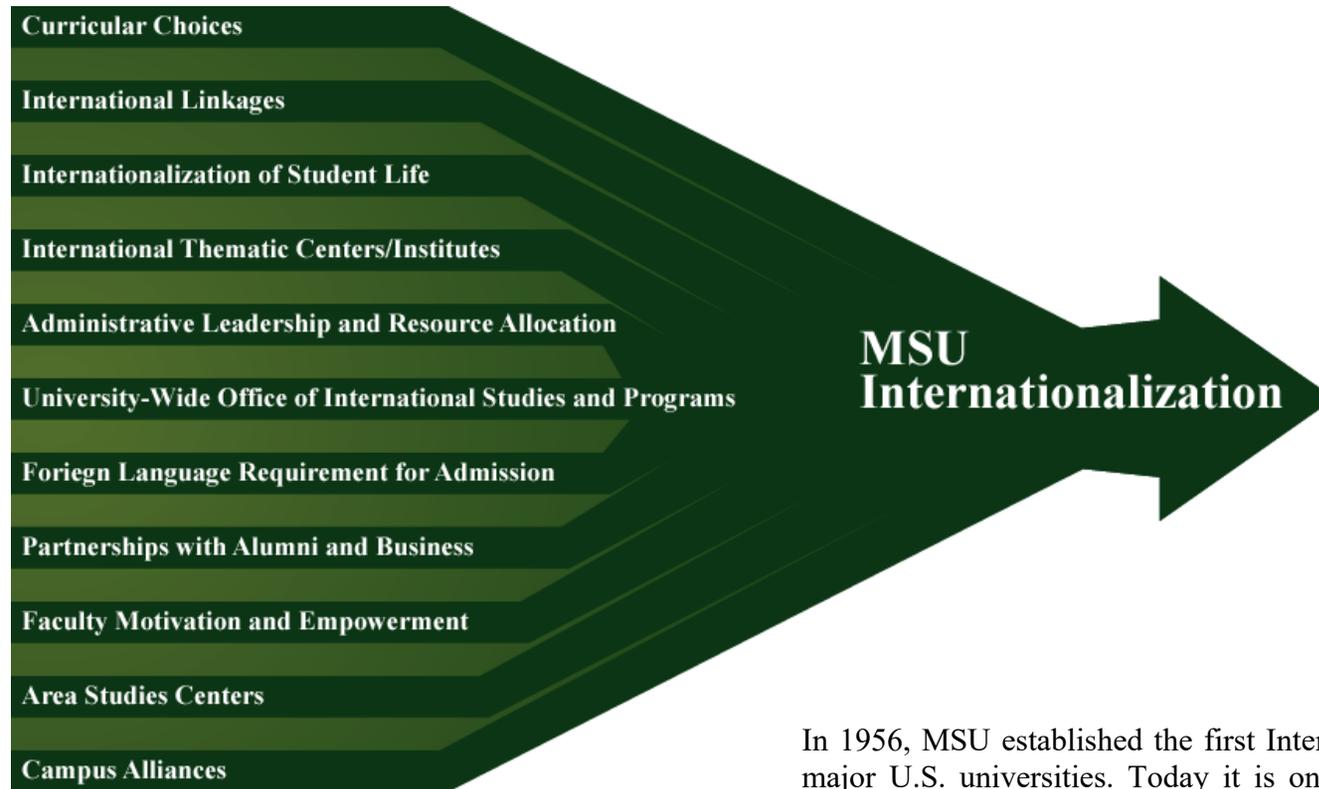
<p>Project Goal Areas (See Section 1 and Exhibit 6 for details on Projects 1a to 10d; Note: ✓ = proposed activities)</p>	<p>Purpose 1 [Sec. 612 (a)(2) A] National Resource for Teaching</p>	<p>Purpose [Sec. 612 (a)(2) B]: Instruction in Critical Foreign Languages and International Fields</p>	<p>Purpose 3 [Sec. 612 (a)(2) C] Research and Training in International Commerce</p>	<p>Purpose 4: [Sec. 612 (a)(3) A] Training to Students</p>	<p>Purpose 5: [Sec. 612 (a)(3) B] Regional Resource to Businesses</p>	<p>Purpose 6: [Sec. 612 (a)(3) C] Resource to Regional Faculty, Students, and Institutions</p>	<p>Competitive Priority 1 [CFR 75.105 (c)(2)(i)(A)] Business & Professional Association Collaboration</p>	<p>Competitive Priority 2 [CFR 75.105 (c)(2)(i)(B)] Community College & MSI Collaboration</p>	<p>Invitational Priority 1 [CFR 75.105 (c)(1)] Language Instruction & Performance Testing</p>
1. Interdisciplinary programs for business and professional curricula	✓	✓		✓	✓		✓	✓	✓
2. Interdisciplinary programs for language and international studies	✓	✓	✓	✓	✓	✓		✓	✓
3. Collaboration with institutions, associations, and businesses	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Research to promote integrated curricula	✓		✓	✓		✓		✓	✓
5. Research to promote international competitiveness	✓		✓	✓	✓	✓	✓	✓	
6. Programs to develop expertise of the business community and other professionals		✓	✓	✓	✓	✓	✓		✓
7. Faculty development programs	✓	✓				✓		✓	✓
8. Academic outreach	✓	✓	✓	✓	✓	✓	✓	✓	✓
9. Using technology for knowledge sharing	✓	✓	✓	✓	✓	✓	✓	✓	
10. Development of study abroad and international linkages	✓	✓		✓	✓	✓	✓	✓	✓

Note: Purposes 1, 2, & 3 relate to HEA Sec. 612(a)(2)(A,B,C) and Purposes 4, 5, & 6 relate to Sec. 612(a)(3). Priorities are from CFR 75.105 (c)(1) & (2).

Exhibit 9

Multiplicity of Approaches to MSU's Internationalization

EXHIBIT 9



In 1956, MSU established the first International Program office among major U.S. universities. Today it is one of the largest and most vital global universities, guiding undergraduate and graduate students in study abroad, developing international opportunities for MSU faculty and researchers, and assisting the more than 8,000 international students and scholars on the MSU campus each year. MSU has 1,400 faculty and staff working in 176 countries. The Broad College of Business has 75 internationally engaged faculty, of a total of 120 faculty; these 75 business faculty represent 23 countries.

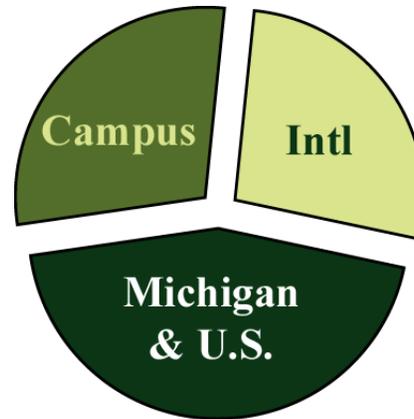
Exhibit 10

Sample Network of Collaborators

EXHIBIT 10

Campus

- International Studies & Programs Office
- National Resource Centers & Area Studies Centers
- Foreign Language Departments
- Office for International Students & Scholars
- Visiting International Professional Program
- Internationalizing Student Life
- Office of Education Abroad
- Professional Colleges/Units (e.g., Agriculture, Criminal Justice, Law, Packaging, Engineering)
- James Madison College (International Relations)
- Center for Anti-Counterfeiting & Product Protection
- International Business Student Organization
- Broad College's Executive Development Programs
- Broad College's and MSU's Placement Services
- MSU Global



International

- Overseas Partner Universities
- International Alumni
- Global Business Schools Network
- Japan Center for Michigan Universities
- Global Research Centers (Beijing, Copenhagen, Dubai, Istanbul, Rotterdam, Sao Paulo)
- International Trade Centers
- United Nations Conference on Trade and Development (UNCTAD)
- World Investment Forum (WIF)
- Academy of International Business
- Corporate Network of International Internships
- Sheth Foundation
- 1,400 MSU faculty operating in 176 countries
- MSU business faculty from 23 countries
- Global Internship Conference

Michigan & United States

- MSU's CIBER Advisory Council
- Business and Industry Groups
- U.S. Department of State
- U.S. Department of Commerce
- U.S. Commercial Service
- U.S. District Export Council
- Michigan Economic Development Corporation
- Michigan International Trade Association
- Michigan Department of Agriculture

- World Trade Clubs and Centers
- Michigan Partnership in International Education
- Michigan Community College Association
- Lansing Regional Chamber of Commerce
- Lansing Economic Area Partnership
- Lansing Capital Region International Airport
- Lansing Community College
- For-Profit and Non-Profit Corporations
- American Marketing Association

- U.S. Chambers of Commerce
- Community Colleges & Universities
- National CIBER Network and Consortia
- AACSB International
- American Association of Community Colleges
- Community Colleges for International Development
- National Assn for Community College Entrepreneurship
- NAFSA: Association of International Educators
- NASBITE International



Other Narrative Supplemental Materials

4. Significance of Project Design

- Exhibit 12: Select Exemplary Projects with National Significance
- Exhibit 13: Support for the CIBER Purposes and Priorities
- Exhibit 14: Goals, Activities, and Target Audiences
- Exhibit 15: Project Implementation Plan
- Exhibit 16: IB Institute Tactical Plan (Sample)

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Exhibit 12

Select Exemplary Projects with National Significance

EXHIBIT 12

National Significance	Importance/Magnitude of Outcome	Product Quality & Portability
<p>Enhancing the competitiveness of U.S. businesses</p> <p>MSU is continually top ranked globally in international business research.</p> <p>globalEDGE is the Google top-ranked source for “international business resources”.</p>	<p>International business research on enhancing the competitiveness of U.S. business will be structured to generate and deploy international business knowledge as well as affect the “cultural competitiveness” of U.S. firms. The goal is to maintain MSU’s standing as the world leader in research in international business, trade, and global competitiveness in the top 29 academic business journals (<i>International Business Review</i>). A particular focus will be geared toward supporting a research agenda aligned with the general IFLE priorities as well as MSU’s theme for the 2018-2022 grant proposal (“<i>Strategic and Sustainable Value Chains for Increased International Competitiveness</i>”). Additionally, in concert with MSU’s focus on Competitive Priorities 1 and 2, we will dedicate funds for research on best practices for developing international internships and internationalizing community colleges and minority-serving institutions (see Projects 5a, 5b, 5c, and 5d).</p> <p>With over 5,000 resources and information on more than 200 countries and territories, globalEDGE (globaledge.msu.edu) is the number one Google-ranked resource for “international business resources.” globalEDGE has about 2 million active users and some 10 million total users. With users in all 50 U.S. states and virtually all countries every hour of every day, globalEDGE is a unique resource with tremendous national significance, importance, and magnitude. The site has a tagline of “your source for global business knowledge” because it literally includes the vast majority of knowledge and data that most businesspeople want and need to know about international trade. Among many projects, partnerships leveraging CIBER’s vast array of resources assist textbook authors, publishers, and organizations (e.g., American Marketing Association) (Projects 3d, 6a, and 9b). As just one example, the globalEDGE Database of International Business Statistics (DIBS) alleviates data collection complexities associated with much macro-based International Business research (Projects 6a and 9a).</p>	<p>MSU’s ability to continually produce high-impact research has been validated by several independent studies for the last two decades. For example, according to research rankings published in the <i>Journal of International Business Studies</i> and <i>International Business Review</i>, MSU’s faculty and doctoral students are continually among the most productive in the world in international business research (in the top 29 academic business journals) as well as has the most Editorial Review Board members on these journals. The research by MSU is being used by other researchers as an integral part of advancing knowledge on international competitiveness. MSU also uses its own research to develop nationwide training programs for community colleges, MSIs, faculty, doctoral students, and businesspeople.</p> <p>globalEDGE serves numerous organizations and companies in providing real-time data and information about international competitiveness. For example, the District Export Councils in Michigan (East and West Michigan DECs); companies, and associations incorporate globalEDGE resources. The site is also used as a hands-on exercise tool in some dozen leading textbooks (e.g., <i>International Business</i>, <i>Global Business Today</i>). Millions of page views annually, recognition from the <i>Wall Street Journal</i> and the American Library Association (ALA), among others, speak to the product quality and portability of globalEDGE. Our goal is to build on globalEDGE’s market position, significantly enhance offerings, and continue to increase impact and reach with a core focus on U.S. international competitiveness.</p>

Select Exemplary Projects with National Significance

EXHIBIT 12

National Significance	Importance/Magnitude of Outcome	Product Quality & Portability
<p>Training and educating business leaders & entrepreneurs</p> <p>The MSU-CIBER brand, data, tools, and knowledge reach all corners of the globe via e-commerce and streaming platforms.</p>	<p>The globalEDGE Business Beat (gBB) on the <u>Michigan Business Network</u> is a unique vehicle to reach business leaders across Michigan, the United States, and the globe. globalEDGE, as described earlier in EXHIBIT 12, is a fantastic resource that we try to share as widely as possible. The gBB is an internet radio show hosted on the Michigan Business Network, and featured on several prominent websites (e.g., globalEDGE). The gBB show is aired on internet radio every Wednesday, four times each of the Wednesdays; it is then available worldwide via internet streaming and podcasts on all major platforms (e.g., SoundCloud). With globalEDGE having users every hour of every day in all 50 U.S. states (and virtually all countries), gBB can be an important learning/training tool to reach millions of globalEDGE users, business leaders, and entrepreneurs (Projects 8c and 9e) in a “live” format at their convenience. The idea is that gBB covers discussions with a wide range of global leaders in business, government, and academe to spread the word about the latest thoughts, tools, and markets to succeed globally.</p>	<p>Partnering with MBN offers MSU’s CIBER the advantage of MBN’s Internet radio expertise, production, and capabilities, while allowing us to showcase new and innovative training tools for business leaders and entrepreneurs. The CEO and Founder of MBN is a CIBER Advisory Council member (Chris Holman), and by virtue of its unique format, the gBB is a superb complementary vehicle to the globalEDGE website in helping U.S. business become more competitive globally by offering a “live” way for training and educating business leaders and entrepreneurs. Our MBN strategic partnership is also portable and synergistic, spanning to Michigan benchmarking research on companies’ international competitiveness and monthly business luncheons attracting about 200 people.</p>
<p>As a function of the CIBER grant program, MSU has become a key part of the Michigan Governor’s International Trade Team.</p>	<p>Housed at MSU-CIBER, the <u>Michigan Regional Export Network</u> (Project 6e) is a strategic collaboration with the Michigan Economic Development Corporation through which MSU provides an array of business services to expand exports among the state’s SMEs. Michigan is well-positioned to attract global customers as a manufacturing leader and innovator. Global trade is a key component of the state’s economy, representing hundreds of thousands of jobs. As one of four RENs in Michigan, MSU has been designated by the Michigan Governor’s Office as the one-stop avenue to the state’s exporting products/services for 24 of the 83 counties in the state. The MSU-MEDC partnership also includes MSU providing international trade services across all of the 83 Michigan counties. The Michigan Export Growth Program (Project 6h) and the exportmi.org website (Project 6i) are key components of the MSU-MEDC partnership.</p>	<p>The product quality offered and the portability of the partnership are uncanny! For example, in 2017, the Michigan Export Growth Program helped companies generate an estimated \$25 million in new export sales by achieving about 350 new market entries to 23 countries. Also in 2017, MSU-CIBER conducted 33 business outreach programs involving 3,079 business people. The Center also organized eleven programs that supported over 300 Michigan trade specialists (e.g., Michigan Economic Development Corporation; trade organizations) with knowledge and networking opportunities to assist in exporting activities. Since the program started in 2006, MSU-CIBER has facilitated more than 2,000 companies exporting from Michigan.</p>

Select Exemplary Projects with National Significance

EXHIBIT 12

National Significance	Importance/Magnitude of Outcome	Product Quality & Portability
<p>Developing portable programs for “multiplier” groups</p> <p>MSU has facilitated more than 12,000 small-and-medium-sized enterprises going international via the use of CIBER funds.</p>	<p><u>Collaborations with NASBITE International</u> are part of MSU’s programming for multiplier trade groups. In addition to continued support of the NASBITE Certified Global Business Professional (CGBP) credential and exam, MSU will provide significant logistical support and sponsorship of NASBITE’s undergraduate case competition, among several other new initiatives with NASBITE. This case competition will bring together business students from community colleges and four-year universities to work on an international business challenge. It will be integrated with NASBITE’s CGBP for maximum impact (Project 3a). The NASBITE CGBP and MSU partnership is important because it facilitates MSU conducting training workshops across the country on the four pillars of international trade in the CGBP (Exporting and Global Marketing; Exporting and Global Business Management; Exporting and Trade Finance; and Exporting and Logistics/Global Supply Chain). This infrastructure also facilitates the exporting assistance that MSU has provided to now more than 12,000 companies in all U.S. states.</p>	<p>To date, over 2,000 international trade professionals have received NASBITE’s CGBP credential, which is widely recognized in the international trade community. The case competition provides opportunities for community college students along with four-year university students to become involved with NASBITE while still in school. This will match the knowledge and skills of the case competition environment with the knowledge and skills in the CGBP to create a successful platform for student growth. It has the potential to extend to more people becoming CGBP certified (e.g., trade experts) in the U.S., which is sorely needed given the 500,000 expected new jobs in international business in the U.S. between now and 2022 (compared with only 3,000 new qualified student graduates in international business annually).</p>

Select Exemplary Projects with National Significance

EXHIBIT 12

National Significance	Importance/Magnitude of Outcome	Product Quality & Portability
<p>As the US News & World Report #1-ranked school for supply chain management, MSU-CIBER offers world-class executive training.</p>	<p>Executive development and training programs that MSU has proposed (and successfully organized previously) include myriad offerings for business professionals throughout the State of Michigan and the nation. The topics covered will be related to international business and trade, and will also include utilization of the Diagnostic Tools (Project 4a), preparation for the CGBP exam (Project 3a), and a host of internationalizing executive development programs (Project 6j). For example, the piloted global supply chain and global strategy online Master’s Certificates program (Project 6b), in collaboration with Bisk University Alliance, targets some 200-500 mid-level business leaders monthly, and will be expanded to additional topics. Nationwide, the Bisk-MSU alliance, with CIBER resources and development, has strong potential to be an important part of the country’s international competitiveness knowledge and, ultimately, the magnitude of the nation’s international trade and exporting efforts (trade balance).</p>	<p>MSU is a national leader in developing timely, relevant training materials for businesses and trade groups, among others, on supply chains. As such, for 2018-2022, the focus is on companies’ “<i>Strategic and Sustainable Value Chains for Increased International Competitiveness</i>”. In this grant cycle, MSU will strategically partner with several important multiplier groups to achieve maximum reach and sustainable impact (e.g., Michigan Economic Development Corporation, U.S. District Export Councils, U.S. Foreign & Commercial Services, International Trade Center of Mid-Michigan; Bisk University Alliance). The online efforts complement CIBER’s 33 business outreach programs involving 3,079 business people in 2017, for example, for maximum portability.</p>
National Significance	Importance/Magnitude of Outcome	Product Quality & Portability

Select Exemplary Projects with National Significance

EXHIBIT 12

National Significance	Importance/Magnitude of Outcome	Product Quality & Portability
<p>Developing competence in international business, foreign languages, and area/international studies</p> <p>MSU offers more than 300 language courses – many which are also focused on business themes and portable across the nation.</p>	<p>MSU’s <u>business language initiatives</u> are extensive, covering breadth and depth in programming, products, and educational services (and some 300 language courses in total on its main campus in East Lansing, Michigan). For this grant cycle, MSU-CIBER will partner with MSU’s Hub for Innovation in LCTL Teaching (HILT), the College of Education, Department of Linguistics, Germanic, Slavic, Asian and African Languages, and the Center for Language Teaching Advancement (CeLTA) to develop modules for, for example, Chinese and Hindi. The proficiency-based modules will complement a 300/400-level Chinese and Hindi class in the higher education setting and will be focused on business topics as well as culture and community engagement. We will share these modules nationally, as we always do, at the national CIBER Language for Specific Purposes conference, which we also remain committed to supporting (the business language initiatives are illustrated in Projects 2a, 2b, 2c, and 2d).</p>	<p>As the examples used to illustrate MSU’s business language initiatives, among the plethora of language projects in 1a to 10d in EXHIBIT 6, the Language for Specific Purposes (LSP) modules in Chinese and Hindi build on MSU’s strengths in language education. For example, the Hub for Innovation in LCTL Teaching (HILT) is a newly-created, interdisciplinary center focused on the teaching and learning of so-called Less Commonly Taught Languages (LCTLs). Each of the modules will include a list of discipline-specific vocabulary, task-based lessons, and assessment instruments. Once materials are piloted at MSU and refined, they will be made available electronically for use nationwide. Using the Chinese and Hindi modules as a foundation, we foresee creating a number of additional modules focused on business and other professional language needs.</p>

Select Exemplary Projects with National Significance

EXHIBIT 12

National Significance	Importance/Magnitude of Outcome	Product Quality & Portability
<p>MSU-CIBER is the clear national leader in faculty development for community colleges, having trained CC faculty from 44 U.S. states.</p>	<p>Focusing programming on <u>community colleges</u> is a cornerstone of MSU’s CIBER. Since 1995, MSU-CIBER has targeted community colleges with customized programming to internationalize campuses, programs, and courses. Our staple programs for community colleges remain, and our proposal is also filled with new, unique, and high-impact projects for community colleges – see Projects 1c, 2a, 2d, 3a, 3b, 3f, 3g, 4b, 4c, 4d, 4e, 4g, 5a, 5f, 5g, 7a, 7b, 8b, 8d, 8e, 8f, 8g, 8h, 9a, 9c, 10a, and 10c as examples. The proposed programs include the Community College Global Summit, International Business Institutes “On the Road,” overseas faculty development programs, and roundtables on best practices in international internships at community colleges. Research initiatives focused on community colleges include annual benchmarking, a white paper series, dissertation grants, and curriculum grants. These programs can become very important with great magnitude of reach in terms of workforce development.</p>	<p>MSU has provided faculty development training (knowledge, skills, data, and pedagogical tools) to more than 1,000 community college faculty from 44 U.S. states. Without a doubt, the CIBER funding made this happen! This also includes providing training and programmatic assistance to 24 of 28 community colleges in Michigan, helping the state’s workforce development be globally competitive. For 2018-2022, MSU has partnered with several community college associations (e.g., Michigan Community College Association, American Association for Community Colleges, National Association for Community College Entrepreneurship, and Community Colleges for International Development) to ensure product quality and portability.</p>
<p>Training, educating, and motivating of students</p> <p>MSU’s Broad College of Business is a “global learning laboratory” – some 2,000 foreign students from 135 countries mingle with domestic students (30%) who study abroad annually.</p>	<p>As a national leader in education abroad, MSU offers more than 280 <u>education abroad and internship programs</u> in some 60 countries on all 7 continents (even including Antarctica!); with about 65 programs being business-specific. Being the largest contributor to education abroad at MSU, the Broad College of Business has about a 30 percent participation rate from its 8,000 students (while also having representation of some 2,000 foreign students from 135 countries in the college). The Broad College of Business is a true global learning laboratory – students study abroad internationally and they study abroad at home! MSU’s education broad program is unique because of its importance to MSU students, because of its importance to non-MSU students, because of its magnitude (7 continents and 280 programs), and because of its strategic alliances with Michigan’s 28 community colleges (e.g., Lansing Community College merged their study abroad with MSU for maximum impact and reach) (Projects 1b, 1c, and 10d).</p>	<p>Students nationwide benefit from the largest education abroad and internship program in the nation that is offered by MSU. This includes students from not only other four-year institutions but also community colleges (especially Michigan) and minority-serving institutions. Responsible for the coordination of all business programs, with the study abroad Director reporting to the CIBER Director, MSU works closely with nationally renowned MSU’s Office of Education Abroad. MSU is mindful of developing programs that can be accessed by non-MSU students, can be implemented at other universities, and involves benchmarking and research on best practices in education abroad.</p>

Select Exemplary Projects with National Significance

EXHIBIT 12

National Significance	Importance/Magnitude of Outcome	Product Quality & Portability
<p>MSU is developing, using CIBER infrastructure, a comprehensive global mindset requirement of every one of its some 6,000 business undergraduates.</p>	<p>As one of the largest business schools in the United States, MSU’s Broad College of Business has a tremendous number of undergraduates who receive at a top-notch, world-class, business education. This is especially pertinent as it relates to the focus of the MSU-CIBER theme for 2018-2022 (“<i>Strategic and Sustainable Value Chains for Increased International Competitiveness</i>”), given MSU #1-ranked supply chain management program. Using CIBER’s infrastructure, the Broad College will implement a <u>global mindset requirement</u> of all of its undergraduates – with a core international business course at the front-end of the business education, a core global strategy/policy course at the back-end, and myriad global business and area/international studies requirements in between the two courses that serve as book ends of the bachelor program (some 20 percent of a business undergraduate’s courses will be 100 percent focused on global issues) (Project 1a).</p>	<p>An “opportunity analysis” conducted by Bisk Education shows that there has been a 19 percent increase in students majoring in international business in recent years. However, more than 500,000 new IB jobs are projected before 2022 (IPEDS); per Bisk Education research, the educational programming in the nation is far short of meeting the IB employment needs between now and 2022. Combining MSU’s leadership in IB research (<i>International Business Review</i>) with its all-encompassing campus focus on being the nation’s “world grant” university (a continuation of MSU being the pioneering land-grant university), the Broad College of Business is taking on providing the nation with bachelor graduates who are globally competitive for the benefit of the country.</p>

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Exhibit 13

Support for the CIBER Purposes & Priorities

2018 International Expertise in Universities Study (n=1,000)

EXHIBIT 13

	For the country to be competitive internationally, the government should allocate budget funds for universities to develop extensive international knowledge and skills (e.g., international business)	Purpose 1: National Resource for Teaching	Purpose 2: Instruction in Critical Foreign Languages and International Fields	Purpose 3: Research and Training in International Commerce	Purpose 4: Training to Students	Purpose 5: Regional Resource to Businesses	Purpose 6: Resource to Regional Faculty, Students, and Institutions	Competitive Priority 1: Business & Professional Association Collaboration	Competitive Priority 2: Community College & MSI Collaboration
1. Support by U.S. Tax Payers for a Specific CIBER Purpose and Competitive Priority	83%	89%	89%	89%	92%	86%	91%	89%	80%
2. Strength of Support by U.S. Tax Payers for a Specific CIBER Purpose and Competitive Priority	72	77	77	77	80	74	79	78	72

The stratified (age, education) study has a sample size of n=1,000 adult U.S. tax payers and a margin of error of +/- 3 percent (e.g., this is the typical sample size and margin of error used as criteria in nationwide polling such as the U.S. presidential election). The percent of U.S. tax payers supporting a specific purpose or competitive priority has a possible scoring range from zero to 100 percent support. The strength of the U.S. tax payers' support has a possible scoring range from zero (indicating no support) to a score of 100 (indicating full support). MSU's CIBER conducted the study.

Exhibit 14

Goals, Activities, and Target Audiences

EXHIBIT 14

TARGET AUDIENCE

OBJECTIVES	ON CAMPUS			OFF-CAMPUS		
	BUSINESS FACULTY	FOREIGN LANGUAGE, INT'L STUDIES, AND OTHER FACULTY	STUDENTS	REGIONAL AND NATIONAL FACULTY	BUSINESS COMMUNITY	LOCAL, STATE, FEDERAL AGENCIES
1. Interdisciplinary programs for business and professional curricula	1a, 1b, 1d	1a, 1d	1a, 1b, 1c, 1d, 1e	1a, 1b, 1d	1c, 1d	1c
2. Interdisciplinary programs for language and international studies	2d	2a, 2b, 2c, 2d	2c, 2d	2a, 2b, 2c, 2d	2d	2d
3. Collaboration with institutions, associations, and businesses	3b, 3c, 3d	3b, 3c, 3d, 3f	3a, 3e, 3f	3b, 3c, 3d, 3e, 3f	3a, 3b, 3c, 3d, 3f	3a, 3b, 3c, 3d, 3f
4. Research to promote integrated curricula	4a, 4d, 4e	4a, 4d, 4e	4a	4a, 4b, 4d, 4g	4f	4f
5. Research to promote international competitiveness	5a, 5b, 5c, 5d, 5f, 5h, 5i	5a, 5b, 5c, 5i	5a, 5b, 5c, 5d, 5e, 5h, 5i	5e, 5g, 5h, 5i	5a, 5b, 5c, 5i	5a, 5b, 5c, 5e
6. Programs to develop expertise of the business community and other professionals	6a, 6g, 6k, 6i	6a, 6g, 6k, 6i	6a, 6g, 6k, 6i	6a, 6g, 6k, 6i	6a, 6b, 6c, 6d, 6e, 6g, 6h, 6i, 6j, 6k, 6l	6a, 6b, 6c, 6d, 6e, 6g, 6h, 6i, 6j, 6k, 6l
7. Faculty development programs	7a, 7b	7a, 7b		7a, 7b		
8. Academic outreach	8b, 8c	8c	8a, 8c	8b, 8c, 8d, 8e, 8f, 8g, 8h	8c, 8d	8c, 8d
9. Using technology for knowledge sharing	9a, 9b, 9c, 9d, 9e	9a, 9b, 9c, 9d, 9e	9a, 9b, 9c, 9d, 9e	9a, 9b, 9c, 9d, 9e	9a, 9b, 9c, 9d, 9e	9a, 9b, 9c, 9d, 9e
10. Development of study abroad and international linkages	10b, 10c, 10d	10b, 10d	10a, 10b, 10c, 10d	10a, 10b, 10c, 10d	10a	10a

Exhibit 15

Project Implementation Plan

EXHIBIT 15

Project Type	Timeline for Implementation	Projects (Exhibit 5)
Course Development	1 year prior to course offering: hold initial meetings with the designated faculty and provide summer curriculum development grants, design course and have course approved by university channels; 6 months prior: faculty develop course, hold periodic meetings to evaluate progress and content; 2 months prior: apply internationalization measurement tool to assess international content.	1a, 1b, 1e, 2a, 2b, 3f, 3g, 4a, 4b, 4g, 5g, 6a, 6k, 7b, 8b, 8d, 8e, 8f, 8g
Degree Programs	Continuous annual review of all existing programs by review committee; 3 years prior to program offering: establish program committee to design program; 2 years prior: have program approved by MSU channels; 1 year prior: market program to students through admission offices and academic orientation programs.	1a, 1b, 4g, 8e, 8f, 8g
Executive/Outreach Programs	1 year prior to program: hold initial meetings with businesses or faculty groups to finalize needs assessments; 9 months prior: identify faculty/business speakers to build program and make logistical arrangements; 3 months prior: market program if open to public.	1d, 3a, 3b, 3c, 3g, 4b, 4f, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 7a, 8c, 9e
Study Abroad and Internship Programs	Continuous annual review of all existing programs by review committee; 2 years prior to program offering: establish linkages with the previously and strategically identified locations, design program, identify faculty if faculty-led program, work with MSU Alumni Office to identify companies if internships, have program approved by university channels; 1 year prior: market program to students through study abroad fairs and other media.	1b, 1c, 5g, 6a, 10a, 10b, 10c, 10d
Resources and Publications	2 years prior to publishing: work with target audiences to finalize the already identified needs in respective areas, draw out resource plans and specifications (if online resource), contact publishers for open bids if printed material; 18 months prior: develop content and system simultaneously if online material along with feedback mechanism; 6 months prior: launch beta version if online material, submit to publisher if printed material; continuously revise as necessary.	2c, 3g, 4a, 4b, 4d, 4e, 4f, 5c, 6a, 6c, 6g, 6h, 6k, 6l, 9a, 9b, 9c, 9d, 9e
Conferences/Seminars	4 years prior: start planning logistics, book event venue, and sign contracts; 1 year prior: design and develop program according to needs assessment surveys and contact faculty and business speakers; refer to EXHIBIT 16 for tactical plan details.	2d, 3a, 3b, 3c, 3d, 3e, 3g, 4f, 6a, 6b, 6c, 6d, 6e, 6f, 6k, 6l, 7a, 8a, 8d, 8f, 8g, 8h, 9a
Research Projects	1 year prior to research submission for publication: hold initial meetings with the designated faculty and provide research grants; 9 months prior: hold periodic meetings to evaluate progress and research methodology and content; 2 months prior: formulate publication and dissemination strategies; Faculty Development Fund follows similar procedure.	3g, 4d, 4e, 4f, 5a, 5b, 5c, 5d, 5f, 5h, 5i, 6a, 6k, 6l, 7b

MICHIGAN STATE
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Exhibit 16

IB Institute Tactical Plan (Sample)

EXHIBIT 16

NOTE: This exhibit is a sample tactical plan for organizing the nation-leading International Business Institute for Community College Faculty. This is the large-scale version, with the “IBI On the Road” having a similar but more compressed tactical planning cycle.

4 years out

- Reserve hotel accommodations and conference rooms (one main session, three breakouts, one office)
- Make sure that we are scheduled in the SAME room for the main session for the duration of conference
- Make sure that the office is CLOSE to the main session room
- Ask for one traveling mic, one standing podium, one table with two chairs and two mics (for panels), one flip chart for each room including the breakout rooms
- Ask for four tables in the back of the main session room, three for resource materials, one for computers (2) with Ethernet connection
- Get an overhead projector and a spare AV cart for the presentation computer and computer projector

1 year out

- Set up area for hard and electronic files (M:\public\year_IB Institute\)
- Review checklist and modify
- Develop conference web pages on CIBER website
- Identify potential co-sponsors of event and invite them to participate
- Design conference brochure

8-6 months out (Fall)

- Send out brochures to market program
- Decide on potential speakers and send out letters inviting them to participate
- Confirm hotel accommodations, conference rooms, tentative menus (stick to buffets with only Wednesday night reception to be plated), confirm and refine AV requirements as above
- Develop tentative program
- Revise conference web pages on CIBER website
- Invoice co-sponsors

IB Institute Tactical Plan (Sample)

EXHIBIT 16

4 months out (January)

- Send follow up letters to co-sponsors who have not sent in money
- Take inventory of gifts and other supplies (binders, name tags, name lanyards, etc.)
- Order gifts for participants and speakers as needed
- Order binders and tabs (or decide if sending out to print)
- Order name tags
- Order name tents
- Order address labels if necessary
- Design cover and spine graphics
- Reserve photographer for picture
- Revise conference web pages on CIBER website
- Start contacting publishers for getting books, videos, and CDs for the resource room
- Deposit co-sponsorship checks

3 months out (February-March)

- Review applications and decide those who will be accepted to attend conference
- Do up invoices for remaining balance, general information letter, confirmation agreement and travel information form, and small group session forms for the participants
- Review meal menus and confirm them with hotel
- Create (a) personal services contracts, (b) invoices, (c) independent contractor form, (d) travel information, and (e) audio-visual forms for speakers
- Send out speaker packets to speakers, including: (a) personal services contracts, (b) invoices, (c) independent contractor form, (d) program draft, (e) general information, (f) travel information, and (g) release form for us to post their presentations on the website
- Send tentative program, menu, audio-visual needs, room set-up details to conference venue for them to run Banquet Event Order (BEO)
- Email all participants who have not confirmed participation in the conference
- Develop certificate layout and have printing typeset

IB Institute Tactical Plan (Sample)

EXHIBIT 16

- Send an update letter to all co-sponsors with the participant statistics and thanking for their support
- Revise conference web pages on CIBER website
- Deposit co-sponsorship checks

1 month out (April)

- Meet with co-leaders of conference to review status
- Send follow up email/faxes to all participants notifying them of registration status (paid/not paid)
- Revise conference web pages on CIBER website, put presentations online, etc.
- Deposit co-sponsorship checks
- Deposit registration checks
- Have bios and materials for notebooks copied and put in binder
- Finalize participant list
- Finalize speaker list
- Work on finalizing agenda
- Have general information material copied and put in binder, including MSU maps, Lansing area info, CIBER brochure, etc.
- Finalize number of rooms needed for participants and speakers; release those not needed
- Double check BEO and program
- Get list of participants to printing to finalize certificates with names on them
- Revise conference web pages on CIBER website

2 weeks out

- Get signatures of names on certificates
- Finalize audio-video needs and coordinate what equipment from office is going to Kellogg Center
- Double check BEO and program and distribute BEO to key personnel
- Finalize program and agenda and make copies for binder

IB Institute Tactical Plan (Sample)

EXHIBIT 16

- Finalize list of names of participants and speakers for name tags
- Have name tags and table tents made
- Prepare room signs (for breakout rooms and main session rooms, 2x each)
- Send follow up email to speakers reminding them of materials for binders, travel arrangements, etc.
- Review with co-hosts what is still pending and get them to help out in any way possible
- Revise conference web pages on CIBER website

Week of the conference

- Review hotel accommodations, conference rooms, meals, etc. with conference site

During the conference

- Have speakers sign off on personal service contract, invoices, and internet release forms
- Make announcements at last break of each day of activities for the day (dinner if out of hotel, tours, sign ups, etc.)
- Last day of conference, collect name tag plastics and lanyards for reuse

After the conference (Summer)

- Process evaluations
- Post evaluation on website
- Send resource room videos and books back to publishers
- Process payment and travel vouchers for non-MSU speakers
- Process payment for MSU speakers
- Archive hard and soft files (M Drive public)
- Revise program web pages, add pictures, statistics, etc.
- Send thank you letters to speakers and participants with picture and website URL
- Send an email to co-sponsors thanking them and sharing statistics and evaluations regarding conference



Other Narrative Supplemental Materials

5. Organizational Chart and Management Plan

Exhibit 17: Organizational Chart and Strategic Clusters

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Exhibit 17

Organizational Chart and Strategic Clusters

Dr. Tomas Hult, Director & Principal Investigator

EXHIBIT 17





Other Narrative Supplemental Materials

6. Biographies

Exhibit 18: Biographies of Personnel

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Exhibit 18

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Mara Andersen

AFFILIATION: Executive Director
Community Colleges for International
Development (CCID)

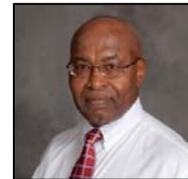


EXPERIENCE:

Mara Anderson is Executive Director of Community Colleges for International Development (CCID), a position she has held since 2016. CCID is a non-profit, international membership organization supporting community and technical colleges as these institutions advance their internationalization initiatives and develop a globally-competent workforce. Prior to accepting the role of executive director of CCID, Anderson held a variety of positions with the US. Department of State, including serving as the Senior Program Officer in the Secretary of State’s Office of the Global Partnership Initiative and serving as the Policy Officer, East Asia and Pacific Regions. She was stationed in Hong Kong, The United Arab Emirates, and China during her years with the State Department.

NAME: Matthew Anderson

AFFILIATION: Senior Advisor to the Dean for Diversity
and Inclusion, MSU Broad College of
Business



EXPERIENCE:

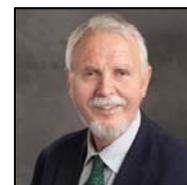
Before returning to Michigan State University, Dr. Matt Anderson was a member of the faculty at the University of Minnesota for several years. He has taught at the doctoral, masters, and undergraduate levels with a teaching emphasis in the financial accounting area. As an active member of the American Accounting Association (AAA), he has served as an at-large member of Council, as a member of the Research Advisory Committee, and chaired the Outstanding Accounting Educator Award Committee. He has previously served as Midwest representative for the Financial Reporting Section, acting as editor for financial papers submitted for the Midwest meeting. In addition to serving on the editorial boards of the *Accounting Review* and *Issues in Accounting Education*, he has published articles in journals such as the *Journal of Accounting Research* and *The Accounting Review*, among others. Professor Anderson is an inaugural winner of the E & Y Excellence in Diversity Award.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Carl Borchgrevink

AFFILIATION: Director, School of Hospitality Business
MSU Broad College of Business



EXPERIENCE:

Carl Borchgrevink has a Ph.D. in Communication from Michigan State University, an MS in Hotel, Restaurant and Travel Administration from the University of Massachusetts, a Norwegian undergraduate degree from the Norwegian Hotel School, a culinary degree from Oslo Vocational School, and has a Norwegian Chef's Certificate (Kokkefagbrev). Believing that hospitality students need a global perspective and should travel or study abroad, Dr. Carl P. Borchgrevink is highly involved in The School's study abroad and exchange programs. Prior to his academic career, Dr. Carl P. Borchgrevink, accumulated 14 years of hospitality business experience. The positions he held included Chef, Restaurant Manager, and Food-service Manager. His research interests include organizational, interpersonal, and social antecedents of harmful alcohol consumption; leader-member exchange; human resource management; service employee persuasive influence; and F&B operations and management.

NAME: Natalie Chmiko

AFFILIATION: Director, Michigan Economic
Development Corporation



EXPERIENCE:

Natalie Chmiko has been a member of the Michigan Economic Development Corporation (MEDC's) International Trade Team since 2014. She currently serves as the Director of the program, and formerly held the position of International Trade Operations Manager. The MEDC International Trade Program works in cooperation with federal, state and local partners to link Michigan companies to the opportunities and resources to support their export objectives. Services aim to increase awareness of international opportunities and resources, introduce Michigan companies to promising foreign markets, arrange financial assistance for qualified export development activities, and deliver on-the-ground support in key international markets. Since 2011, the International Trade Program has facilitated \$1.8 billion in export sales. The Program is the recipient of the 2017 President's "E" Award which is the highest recognition any U.S. entity may receive for supporting export activity. Natalie is also passionate about international relations and culture and has worked and studied abroad in India, Taiwan and China.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Don Conlon

AFFILIATION: Chair, Department of Management
MSU Broad College of Business



EXPERIENCE:

Professor Conlon received his Ph.D. in business administration from the organizational behavior group at the University of Illinois. His research (which examines justice issues in organizations, negotiation and third party dispute intervention, and decision making) has been published in a variety of journals, including the Academy of Management Journal, Administrative Science Quarterly, Organizational Behavior and Human Decision Processes, and the Journal of Applied Psychology. He has also received "Best paper" awards from both the Academy of Management and the International Association for Conflict Management. He has served as the President of the International Association for Conflict Management, and is a past Division Chair for the Conflict Management Division of the Academy of Management. He has served or currently serves on numerous editorial boards including the Journal of Applied Psychology, the Journal of Management, the Journal of Organizational Behavior, and Organizational Behavior and Human Decision Processes. Professor Conlon's teaching interests lie in the areas of organizational behavior and negotiation/dispute resolution.

NAME: Rebecca Corbin

AFFILIATION: President and CEO, National Association
for Community College Entrepreneurship



EXPERIENCE:

Rebecca Corbin is president & CEO of the National Association for Community College Entrepreneurship (NACCE). She has forged several new partnerships with national foundation to advance STEM education ecosystem mapping, and intellectual property curriculum knowledge in community colleges across the United States. Prior to her work with NACCE, Rebecca served as Vice President of Institutional Advancement and Executive Director of the BCC Foundation at Burlington County College (BCC). Rebecca also oversaw institutional advancement for the Foundation for New Jersey Public Broadcasting. Rebecca serves as the publisher of the *Community College Entrepreneurship* journal and is a guest editor for the *Journal for Small Business and Enterprise Development*.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Rachel Croson

AFFILIATION: Dean, MSU College of Social Science

EXPERIENCE:



Dr. Croson joined the MSU College of Social Science as dean in August, 2016. Her previous positions include dean of the College of Business at the University of Texas at Arlington, professor and director of the Negotiations Center at the University of Texas at Dallas and associate professor at the Wharton School of the University of Pennsylvania. Between 2010 and 2012 she served two years as the National Science Foundation's division director for Social and Economic Sciences. Dr. Croson's research has concentrated on experimental and behavioral economics, investigating how people make a variety of economic decisions. Her research is diverse, drawing on and contributing to multiple disciplines, and has been published in academic journals in economics, business, political science and sociology. In addition to her research, she has held a number of professional leadership roles, including serving on the board of the Committee on the Status of Women in the Economics Profession, where she was pivotal in developing and running mentoring workshops for female junior faculty.

NAME: Roger J. Calantone

AFFILIATION: Eli Broad Chaired University Professor of Business, MSU Broad College of Business

EXPERIENCE:



Roger J. Calantone is the Eli Broad Chaired University Professor of Business, Senior Advisor to the Dean, and adjunct Professor of Strategic Management and Economics. In the past he has served as the Chair of the Department of Marketing and Director of the Institute for Entrepreneurship and Innovation as well as Director of the Information Technology area. Before coming to MSU, he previously served in both academic and administrative roles at McGill University and the University of Kentucky. He has authored over 400 journal and proceedings articles, five books, and several book chapters in journals such as *Marketing Science*, *Management Science*, and *IEEE Trans. on Engineering Management*, among others. He is winner of the Hans Thorelli award for long-term contributions to International Marketing. Dr. Calantone has taught and conducted research in Canada, Singapore, England, Germany, Austria, Norway, Japan, France, Denmark, and Hungary.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Siddharth Chandra

AFFILIATION: Director, Asian Studies Center;
Professor, MSU James Madison College



EXPERIENCE:

Siddharth Chandra was appointed Director of the Asian Studies Center at MSU in 2009. He also serves as Professor in MSU's James Madison College. As Director, Chandra leads one of three all-Asian studies centers in the nation that are funded through Title VI of the Higher Education Act. Chandra's academic career began at the University of Pittsburgh in 1997, where he held both administrative and teaching appointments. He was the Director of the Title VI East Asian Studies Center and Co-Director of the Confucius Institute at the University of Pittsburgh. Much of Chandra's research has focused on the economics of health, public policy, and world politics. His current research work is sponsored by the National Science Foundation.

NAME: Tim Daman

AFFILIATION: President and CEO
Lansing Regional Chamber of Commerce



EXPERIENCE:

In his role, Tim leads the Chamber's team in Business Development, Business Advocacy, Government Relations, International Trade Development and Membership Services. Tim joined the Chamber in 2005 as Vice President of Economic Development and was promoted to Vice President Operations and Strategic Initiatives in 2007 where he was instrumental in developing the Chamber's International Business Services division, establishing the regions Foreign Trade Zone and creating the Chamber's Procurement Technical Assistance Center. Prior to joining the Chamber Tim spent six years with the Michigan Economic Development Corporation where he was involved with the state's economic development and marketing efforts in promoting Michigan as high tech business location.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: David Frayer

AFFILIATION: Assistant Dean for Executive Development & Professional Programs, MSU Broad College of Business



EXPERIENCE:

David J. Frayer is the Assistant Dean for Executive Development & Professional Programs in the Eli Broad College of Business at MSU, where he leads a group responsible for design, development, and delivery of executive and professional education programs and two executive education and corporate learning facilities (The James B. Henry Center for Executive Development in Lansing, Michigan, and the Management Education Center in Troy, Michigan). In addition to these responsibilities, he also co-directs the annual Purchasing and Supply Chain Management Executive Seminar. He is also co-author of three books, *World Class Logistics: The Challenge of Managing Continuous Change*, *Strategies for Supplier Integration*, and *Global Supply Chain Management*. Frayer is a member of the Council of Supply Chain Management Professionals and the Supply Chain Management Council of West Michigan.

NAME: Robert Glew

AFFILIATION: Director, Center for Advanced Study of International Development (CASID) and Associate Dean, International Studies and Programs, Michigan State University



EXPERIENCE:

Robert Glew is associate dean for academic programs in the Office of International Studies and Programs, director of the Center for Advanced Study of International Development, and professor of international development studies at Michigan State University. Dr. Glew has 25 years of experience working in African societies on issues of international development in the areas of coping and livelihood strategies, health, political and social change, education, and identity politics. He co-edited, *International and Language Education for a Global Future: Fifty Years of Title VI and Fulbright-Hays Programs*, MSU Press, 2010. Dr. Glew is also the faculty coordinator for MSU's Hubert H. Humphrey Fellowship Program, a U.S. Department of State-funded professional development program for mid-career professionals from developing countries working on issues of economic development. Dr. Glew has co-directed successful collaborative projects with university, NGO, and governmental partners in Burkina Faso, Ghana, Mali, Malawi, Niger, Nigeria, Senegal, and Tanzania.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Norman Graham

AFFILIATION: Professor of International Relations
Associate Dean, James Madison College
Director, Center for European, Russian
Eurasian Studies, Michigan State University



EXPERIENCE:

Professor Graham has taught at Columbia University and led the Yale University Summer Seminar on International Business. He has also served as a Research Associate with the Futures Group, The United Nations, and the World Health Organization. His interests include international security and economic relations, international organization, Central and Southeastern Europe, and Central and South Asia. In 1993, he was the recipient of an MSU Teacher-Scholar award. He has published eight books and numerous articles. In addition, he also directs the overseas study program “International Relations in Brussels” in conjunction with the Universite Libre de Bruxelles (ULB) for the Center of European, Russian, and Eurasian studies.

NAME: Chuck Hadden

AFFILIATION: President/CEO
Michigan Manufacturers Association



EXPERIENCE:

Chuck Hadden is the President and Chief Executive Officer of the Michigan Manufacturer’s Association (MMA). Prior to his present position, Chuck was lead lobbyist for the MMA and represented manufacturers before state agencies and the legislature regarding a wide range of issues including taxation, product liability, employment, and insurance. Hadden joined the MMA in 1993 with the position of director of environmental affairs. He had previously served as an account supervisor for Publicom Association Management Services while simultaneously serving as the Executive Director of one national and three state organizations.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Chris Holman

AFFILIATION: CEO, Michigan Business Network

EXPERIENCE:



Chris Holman is a former high school teacher and coach, university instructor, and college dean. He started *The Greater Lansing Business Monthly* magazine in 1987 and sold it in 2013. Chris has been promoting the mid-Michigan business community since the 1980s. Chris previously hosted a Sunday morning TV show called “Business Today” on WILX TV 10, and prior to that he was business editor and on-air personality at WLNS TV 6. Chris recently ended a 14-year run as a daily morning radio show host on WILS 1320 and WJIM 1240. In early 2006, Governor Jennifer Granholm appointed Chris as Michigan's Small Business Advocate. He served as a liaison between the Michigan Economic Development Corporation and small business owners across Michigan and worked closely with the Michigan Business Ombudsman’s office. On July 4, 2011, Chris launched a statewide 24/7 business news site and broadcast company called MichiganBusinessNetwork.com. He is the CEO of the company, co-hosts “This Week in Small Business,” and serves as the primary host of the anchor program, “Michigan Business Beat.” He has served as Board Chairman of the Capital Area United Way and as Chairperson of the Board of Governors of the Lansing Convention and Visitors Bureau. He is the Board Chairman of The Capital Region International Airport in Lansing. Chris has been involved in International trade for over 27 years and currently owns a manufacturing facility in Dezhou, China, conducting business in Turkey, Europe, throughout the Pacific Rim, and Tibet.

NAME: Thomas Holt

AFFILIATION: Professor, School of Criminal Justice,
Michigan State University

EXPERIENCE:



Thomas Holt is a professor in the School of Criminal Justice at Michigan State University whose research focuses on computer hacking, malware, and the role of the Internet in facilitating all manner of crime and deviance. His work has been published in various journals including *Crime and Delinquency*, *Deviant Behavior*, *the Journal of Criminal Justice*, and *Youth and Society*.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Doug Hughes

AFFILIATION: Chair, Department of Marketing,
Professor, and United Shore Faculty in
Sales, MSU Broad College of Business



EXPERIENCE:

Doug Hughes is Professor and Chairperson of Marketing and United Shore Faculty Fellow of Sales Leadership at the Broad College of Business at Michigan State University. His research, which centers on managerial issues in marketing with a special emphasis on sales organization effectiveness, salesperson motivation, brand relationships, and the marketing-sales and sales-service interfaces, has won several awards, including the 2016 and 2011 AMA Sales Excellence in Research Awards, the 2016 James M. Comer Award for the Best Contribution to Selling and Sales Management Theory, and the 2016 Emerald Citation of Excellence Award. Dr. Hughes is Editor-in-Chief of *Journal of Personal Selling and Sales Management*. He teaches undergraduate, master's, and doctoral-level courses as well as executive education seminars in both marketing and sales management, and been honored with the AMA McGraw-Hill/Irwin Sales Teacher of the Year Award, Provost's Teaching Excellence Award, and The Sales Excellence Institute's Teacher of the Year award. His career includes experience as CEO of a business services firm, as a senior executive in both marketing and sales at Fortune 100/500 consumer packaged goods firms, and as a consultant for several companies across multiple industries.

NAME: Neil Kane

AFFILIATION: Director, Undergraduate Entrepreneurship,
Michigan State University



EXPERIENCE:

A leading authority on technology commercialization, entrepreneurship and innovation, he is the Director of Undergraduate Entrepreneurship at Michigan State University. Is former co-Executive Director of the Illinois Technology Enterprise Center at Argonne and was EIR at the University of Illinois. He was the founding CEO of several startup companies based on university research in areas such as nanotechnology and advanced materials. He holds a BS in Mechanical Engineering from the University of Illinois and an MBA from The University of Chicago. He attended graduate school at the Australian Graduate School of Management and studied in Japan on a scholarship from JETRO. Named a 2007 Technology Pioneer by the World Economic Forum, he twice attended their annual meeting in Davos. Recognized for Outstanding Entrepreneurship by NSF. Twice an invited witness on tech transfer for the U.S. House of Representative's Subcommittee on Research & Science Education. Contributor to Forbes.com.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Naveen Khanna

AFFILIATION: A.J. Pasant Endowed Chair in Finance
Professor and Chair, Department of
Finance, MSU Broad College of Business



EXPERIENCE:

Naveen Khanna came to the Broad School in 1994 after being a faculty member at the University of Michigan. He is the A.J. Pasant Endowed Chair Professor in Finance. He was recognized in 2000 by *Business Week* as the “favorite faculty member” and his course, Corporate Financial Strategies, was recognized as the “most favorite course.” He has additionally been honored as an “Outstanding Professor” by Broad MBA students in the years 2002, 2004, 2006, 2007, 2009, and 2010. Dr. Khanna actively publishes articles in top finance and economic journals such as the *Journal of Economic Theory*, *Rand Journal of Economics*, *Journal of Finance*, *Review of Financial Studies*, and *Journal of Financial Economics*. His areas of expertise are mergers and acquisitions, insider trading, information cascades, incentive contracts, product market competition, board of directors, short selling, and feedback effect of stock prices.

NAME: Kendra Kuo

AFFILIATION: Director, Grand Rapids Office, U.S.
Commercial Service
U.S. Department of Commerce



EXPERIENCE:

Kendra Kuo joined the U.S. Department of Commerce as an International Trade Specialist in 2000. She has worked for the Department’s offices in Atlanta, GA; Grand Rapids, MI; and on temporary assignments at the U.S. Consulate in Shanghai, China and the American Institute in Taiwan. In 2013, Ms. Kuo was promoted to be the Director of the Grand Rapids Office. Ms. Kuo advises U.S. companies on how to develop their international marketing strategies using federal government resources. She provides guidance to manufacturers on every level of the export process.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Laurie Medina

AFFILIATION: Director, MSU Latin American & Caribbean Studies



EXPERIENCE:

Laurie Medina is Associate Professor of Anthropology and Director of the Center for Latin American and Caribbean Studies. Her research integrates issues in economic development, environmentalism, and indigenous rights. Her research on agricultural development in Belize links the construction and mobilization of collective identities to negotiations over development priorities and agendas. Her work on ecotourism in Belize focuses on efforts to combine economic development with conservation goals, as these intersect with struggles over indigenous rights to land. Dr. Medina's current project explores the complex negotiations involved in implementing ecotourism in several Mopan Maya villages in the tropical forests of southern Belize. The creation of protected areas in southern Belize and the promotion of tourism to those protected areas have incorporated residents of nearby villages into debates over environmentalist and development agendas that are simultaneously local and global in scope. Dr. Medina's courses include a graduate seminar titled Culture, Resources, and Power and an undergraduate course on Latin America.

NAME: Jeannette A. Mena

AFFILIATION: Associate Professor of Marketing, University of South Florida and Research Associate, MSU-CIBER



EXPERIENCE:

Jeannette A. Mena is Assistant Professor of Marketing at the University of South Florida. Her research primarily focuses on marketing strategy, international marketing, and supply chain management. Dr. Mena's research has been published in several publications, including the *Journal of International Business Studies*, *Academy of Management Journal*, and *Journal of the Academy of Marketing Science*, among others. Mena earned a PhD in Marketing, with an International Business minor, from the Eli Broad Graduate School of Management at Michigan State University. While working toward her PhD, she was involved with The PhD Project, an organization dedicated to supporting minorities in attaining their business PhD. Presently, as a professor, she mentors potential and current PhD students as they pursue their educational and professional goals.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Jamie Monson

AFFILIATION: Director, MSU African Studies Center

EXPERIENCE:



Jamie Monson is Director of the African Studies Center, Co-Director of the Alliance for African Partnership and a professor of History at Michigan State University. Her background is deeply rooted in East African environmental history and the relationship between development, resource use and landscape change in Africa. A recognized researcher and scholar, Monson's efforts have established her as a pioneer in China-Africa development studies. Her book, *Africa's Freedom Railway: How a Chinese Development Project Changed Lives and Livelihoods in Tanzania*, explores the TAZARA railway, which was built with Chinese development aid. Monson's most recent project is a book and documentary film based on life histories of TAZARA railway workers in Tanzania, Zambia and China. Monson teaches courses on African environmental history, history of science and technology in Africa, and has led workshops on ethics of community engagement.

NAME: William Motz

AFFILIATION: Professor of Marketing
Lansing Community College

EXPERIENCE:



Bill Motz is a Professor at Lansing Community College. He teaches International Business, Principles of Marketing, Managerial Marketing, and Internet Marketing. He serves as Co-Chair of the Global Business Club of Mid-Michigan. He serves as the Business Chair for the Michigan Community Colleges Trends Conference. He has earned the Certified Marketing Executive (CME) designation from SMEI. Motz's recognition includes being selected as the 1990 Lansing Community College Distinguished Faculty. He was honored as Michigan Community Colleges Outstanding Occupational Educator in 1991. In 1993, the Michigan Business Education Association selected Motz as the Master Teacher of Post- Secondary Business Educators. He was selected as Faculty of the Year by students in the Business Division in 2008. Motz is a member of the American Marketing Association and has served three terms on the Collegiate Chapter Council. He has served as Vice President for Collegiate Chapters Council for the AMA, overseeing 320 chapters and 14,000 collegiate members across North America. He is faculty advisor for the LCC American Marketing Association, which was Named International Collegiate Chapter of the Year for 2004-2005, the third time LCC was recognized for their long-term accomplishments during the past 15 years. This competition includes primarily four-year colleges and universities. The Chapter finished second in 2007-2008. Motz has assisted the LCC Business Development Center as a consultant for the past 20 years and has taught a number of small business seminars.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Kathy Petroni

AFFILIATION: Associate Dean for Undergraduate Programs, and Deloitte/Michael Licata Professor of Accounting
MSU Broad College of Business



EXPERIENCE:

Kathy Petroni is the Associate Dean for Undergraduate Programs and the Deloitte/Michael Licata Professor of Accounting in the Broad College of Business. She received her undergraduate degree in accounting from Michigan State, served in the public accounting profession for three years as a CPA, earned her Ph.D. from the University of Michigan, and has been on the faculty at the Broad College since 1990. Her research focuses on financial accounting with expertise in accounting for financial institutions. Kathy has extensive teaching experience at all levels. She has been awarded both departmental and university-wide teaching and research awards including a Michigan State University Distinguished Professor Award in 2011.

NAME: Charlene Polio

AFFILIATION: Co-Director of the Center for Language Education and Research, Professor and Associate Chair, Department of Linguistics & Germanic, Slavic, Asian & African Languages, Michigan State University



EXPERIENCE:

Charlene Polio's main area of research is second language (L2) writing. She is particularly interested in the various research methods and measures used in studying L2 writing as well as the interface between the fields of L2 writing and second language acquisition. She has also published and done research in the areas of second language acquisition, foreign language classroom discourse, and behavior differences in novice vs. experienced teachers. She conducts workshops for foreign language teachers through MSU's Center for Language Education and Research, a federally funded Title VI Language Resource Center of which she is co-director and has been a visiting instructor at the Ontario Institute for Studies in Education/University of Toronto and Teachers College, Columbia University. She has taught ESL at MSU, UCLA, the Chinese Academy of Social Sciences Graduate School in Beijing, and Philadelphia Community College and is the incoming co-editor of *TESOL Quarterly* and the past associate editor of the *Modern Language Journal*.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Vallabh Sambamurthy

AFFILIATION: Associate Dean, Outreach/Engagement,
MSU Broad College of Business



EXPERIENCE:

Vallabh Sambamurthy is the Eli Broad Professor and Associate Dean of Outreach and Engagement. He was the Chair of the Department of Accounting and Information Systems between 2012 and 2017. He is a leading global expert on how firms compete in the digital economy. His work has been funded by the National Science Foundation, Financial Executives Research Foundation, and the Advanced Practices Council (APC). He has published his research in top journals such as the *Management Science*, *Information Systems Research*, and *MIS Quarterly*. He was the Editor-in-Chief of Information Systems Research for a six year period during 2005-10. In recognition of the impacts of his scholarly work and teaching he was selected as Distinguished Fellow of the Information Systems Society at INFORMS (2011), Fellow of the Association of Information Systems (2009), and the Distinguished Alumnus of the National Institute of Technology (Tiruchirapalli, India). He has also been awarded the John D. and Dortha J. Withrow Endowed Teacher Scholar Award. Recently, he received the William Beal Distinguished Faculty Award, the highest honor accorded by MSU in 2014

NAME: AnnMarie Schneider

AFFILIATION: Director, Legislative Leadership Program,
MSU Institute for Public Policy
and Social Research



EXPERIENCE:

AnnMarie Schneider has over 20 years of experience in communications, public policy, and government relations. She played a key role in the development of the Legislative Leadership Program at MSU's Institute for Public Policy and Social Research (IPPSR) and currently serves as the Director while also charged with institute- wide program planning and policy education. Schneider has more recently directed the Canadian Studies Center at MSU. Among her current appointments, she serves as Vice President for the Midwest Association of Canadian Studies, advisory board member to both the Center for Economic and Community Development and the Michigan Political Leadership Program, and Vice Chair of the Great Lakes International Trade and Transport Hub Initiative. Earlier in her career, she taught at Catherine Spalding University and served as a speech pathologist for Humana Inc. Hospitals, the University of Louisville Medical Clinic, and Kentucky's public schools. She has served on numerous non-profit advisory boards and has received special recognition for her work in public education, government relations, and local community work.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Tobias Schoenherr

AFFILIATION: Professor, Supply Chain Management,
MSU Broad College of Business



EXPERIENCE:

Tobias Schoenherr is an internationally renowned and award-winning scholar and teacher focusing on the area of sourcing, with a particular interest in buyer-supplier relationships. He has published more than 50 papers in peer-reviewed academic journals, such as the *Journal of Operations Management*, *Production and Operations Management*, *Management Science*, *Decision Sciences*, *the Journal of Business Logistics*, and *the Journal of Marketing Research*. Several of his papers were recognized as some of the best in the respective journals. His overall research excellence has further been recognized by numerous awards and fellowships, including MSU's Teacher-Scholar Award (2013) and the Broad College's John D. and Dortha J. Withrow Endowed Emerging Scholar Award (2010). He received the Doctoral Dissertation Grant by the Institute for Supply Management (ISM), as well as its Senior Research Fellowship (2009-2010). Most recently he received the 2017 Jack Meredith Best Paper Award, for the best paper published in the *Journal of Operations Management* during the last five years. Dr. Schoenherr further received several recognitions for his teaching excellence, such as MSU's Lilly Teaching Fellowship (2010-2011), the Richard J. Lewis Quality of Excellence Award (2011) and the Michigan Campus Compact Faculty/Staff Community Service-Learning Award (2012). Since October 2017 he is also serving as the Co-Editor-in-Chief of the *International Journal of Operations and Production Management*.

NAME: Jean Schtokal

AFFILIATION: Senior Attorney, International Trade Law
Foster, Swift, Collins & Smith, P.C.



EXPERIENCE:

Jean Schtokal is a shareholder in the law firm of Foster, Swift, Collins & Smith, P.C., in Lansing, Michigan, and practices primarily in domestic and foreign business transactions, including export of U.S. Munitions List, articles, technology, and services. Schtokal is the Chair of the U.S. District Export Council for West Michigan and the Co-Chair of the Global Business Club of Mid-Michigan. She has an AV® Preeminent™ rating from Martindale-Hubbell, has been included in *Best Lawyers in America®* for International Trade and Finance Law every year since 2011 and she was also named one of *Michigan Lawyers Weekly's* Women in the Law for 2013.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Sandhya Shanker

AFFILIATION: Academic Specialist,
MSU Center for Language Teaching
Advancement



EXPERIENCE:

Sandhya Shanker is an Academic Specialist at the Center for Language Teaching Advancement at Michigan State University. Her work primarily focuses on coordinating language programs for all age groups, from children to adults. She has been involved with pre-college and enrichment programs (specifically related to languages) from 2008 as instructor, curriculum developer, as well as administrator. As instructor, she has designed and led the French for Kids, French for Teens, and French for Adults programs. She also developed and is currently leading a two-year intensive French program (LEAF) for high-achieving middle and high school students through the Gifted & Talented Education unit at Michigan State University. As curriculum developer, she has developed a common curriculum for the Kids and Preschool language programs at the CeLTA Language School at Michigan State University. She has also developed and taught a French workshop for students of finance to prepare them for a study abroad program in Belgium. As administrator, she has conducted training sessions for teachers and volunteers in the CeLTA Language School. Prior to being an Academic Specialist, Sandhya served as Coordinator for the lower-division French program in the Department of Romance & Classical Studies at Michigan State University.

NAME: Wayne Sieloff

AFFILIATION: President/CEO, Lansing (Michigan)
Capital Region International Airport



EXPERIENCE:

Wayne Sieloff has served as President and CEO of the Lansing (Michigan) Capital Region International Airport since 2016. Prior to this position, he served as vice president for the Wayne County Airport Authority, which operates the Detroit Metro and Willow Run airports. As President and CEO of the Capital Region International Airport, he oversees all operations including the Port Lansing logistics, Lansing's Foreign Trade Zone No. 275, and cargo services.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME:

Sten Sjöberg

AFFILIATION:

Chief Operating Officer (COO)
Demmer Corporation



EXPERIENCE:

Sten Sjöberg serves as Chief Operating Officer for Demmer Corporation, a Lansing-based company with fabricating and machining expertise of metal and composite products for various industries. Prior to holding this position, Sjöberg served as President and CEO of Gestamp U.S. Hardtech, Inc. He is a former board member of the Lansing Regional Chamber of Commerce and has been heavily involved in the Capital Choice Partnership, which aims to bolster the local economy by attracting companies to the mid-Michigan region. Sjöberg has received numerous manufacturing awards including Michigan Manufacturer of the Year in 2005 and the 2005 Michigan Safety and Health Achievement Award from the Michigan Occupational & Safety Health Administration.

NAME:

Cheri Speier-Pero

AFFILIATION:

Chair, Department of Supply Chain
Management and Professor of IT
MSU Broad College of Business



EXPERIENCE:

Cheri Speier-Pero is the Ernst & Young Professor of Accounting and Information Systems at Michigan State University and currently serves as the Department Chair of the Supply Chain Management Department. She has also served as the faculty director of the MS in Business Analytics program and as Associate Dean for the MBA/MS programs at the Broad School. Dr. Speier-Pero received her Ph.D. from Indiana University and M.S. from Northern Illinois University in Information Systems with a minor in Operations Management. She received an undergraduate degree in Chemistry with a Business minor from Indiana University. Her research interests include effective decision making in technology supported work environments, individual acceptance and use of technology, and the effective use of information technology to support supply chain relationships. Her work has appeared in journals such as *MIS Quarterly*, *Decision Sciences*, *Organizational Behavior and Human Decision Processes*, *the Journal of Marketing*, *the Journal of Business Logistics* and *the Journal of Operations Management*, among others. She has been recognized for her outstanding editorial work at *Journal of Operations Management*, *Decision Sciences Journal*, and *MIS Quarterly*. Dr. Speier-Pero has received grant funding from both NSF and the Department of Homeland Security. Dr. Speier-Pero was awarded the MSU University-wide Teacher Scholar award in 2001 recognizing her excellence in teaching and research and the Broad School's Withrow Award in 2014.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Brenda Sternquist

AFFILIATION: Professor of Marketing
MSU Broad College of Business



EXPERIENCE:

Brenda Sternquist, Professor of Marketing at Michigan State University, is a specialist in International Retailing. She has conducted research throughout the world, but particularly focuses on China, India and Japan. This research is summarized in her book, *International Retailing 2nd edition* published by Fairchild Press, New York in 2007. A third edition of this book is scheduled for publication in 2018 with co-author Elizabeth B. Goldsmith, her first book focused on the European transition, this book *European Retailing's' Borderless World* was published by Greenwood Press. Two 2011 books are *Retail Strategic International Expansion: Theory and Cases* and *International Retailing Theory and Research*. She has also published more than one hundred research articles. She was selected as the first Outstanding National Retail Educator in 2004. The award is presented by the National Retail Federation, Center for Retail Studies Texas A&M and JC Penney. In 1999 she received the Michigan State University Distinguished Faculty Award, one of two highest awards given at Michigan State University in recognition of an outstanding career in research, teaching and service, and was selected for the Alumnae Club of Mid-Michigan Quality in Undergraduate Teaching Award in 1997.

NAME: Ken Szymusiak

AFFILIATION: Managing Director, Burgess Institute
for Entrepreneurship & Innovation,
MSU Broad College of Business



EXPERIENCE:

Ken Szymusiak is Managing Director of the Burgess Institute for Entrepreneurship & Innovation (IEI) at the Broad College of Business at Michigan State University. The IEI is charged with developing and supporting entrepreneurship within the student body of Michigan State University through the development of curriculum, events, and entrepreneurial support structures. In this capacity, Ken teaches coursework focused on entrepreneurial mindset, small business creation and management, and business model development. Ken also works at Spartan Innovations where he mentors students in moving business concepts from idea to market. He also serves as faculty co-advisor for the MSU Entrepreneurship Association and MSU Design for America student organizations.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Volodymyr Tarabara

AFFILIATION: Associate Director, Environmental Science & Policy Program, MSU;
Associate Professor, Department of Civil and Environmental Engineering, MSU



EXPERIENCE:

Volodymyr Tarabara is the Associate Director of the Environmental Science and Policy Program and a Professor in the Department of Civil and Environmental Engineering at MSU. Research in Dr. Tarabara’s group is within the broadly defined area of water quality engineering. He is a Co-Director of an NSF Partnership for International Research and Education project, which includes a graduate certificate program “Water and Global Commerce: Engineering Sustainable Solutions.” Dr. Tarabara currently serves as special collections editor of the ASCE Journal of Environmental Engineering. He is a recipient of several awards including 2014 Fulbright U.S. Scholar fellowship, 2011 Paul L. Busch Award from the Water Environment Research Foundation and the 2010 John K. Hudzik Emerging Leader in Advancing International Studies and Programs award.

NAME: Robert L. Trezise, Jr.

AFFILIATION: President and CEO, LEAP
Lansing Economic Area Partnership



EXPERIENCE:

Bob Trezise began has been President and CEO of the Lansing Economic Area Partnership (LEAP) since 2011. LEAP also manages the City of Lansing’s economic development department, including its Brownfield Authority, Tax Increment Finance Authority and the Lansing Economic Development Corporation (LEDC). During his time at LEAP, private sector projects have totaled over \$1.1 billion in investment and over 4,000 direct jobs have been created. LEAP also operates a robust entrepreneurial business startup program and a Placemaking initiative. In 2011, Bob was recognized by the Michigan Economic Developer’s Association (MEDA) as Economic Development Medalist of the Year and in 2016 received MEDA’s prestigious President’s Award. Since 2006 and under Bob’s direction, the City of Lansing has experienced massive revitalization ranging in the billions of dollars, thousands of jobs created, along with four straight years of population growth. From 2001 – 2006, Bob was the Managing Director and creator of the Michigan Economic Development Corporation’s Community Assistance Team (CATeam). Additionally, he was the founder of the Michigan Main Street program and worked on hundreds of community revitalization projects across the state. During his career as the Director of Economic Development for Delta Township, he played a role with the ‘Keep GM’ campaign.

Biographies of Personnel (Including the Max 40 Allowed)

EXHIBIT 18

NAME: Jeremy M. Wilson

AFFILIATION: Professor, School of Criminal Justice
MSU College of Social Science



EXPERIENCE:

Dr. Jeremy Wilson is a Professor of the School of Criminal Justice at MSU. At MSU he has also founded and directs the Center for Anti-Counterfeiting and Product Protection and the Program on Police Consolidation and Shared Services. Prior to joining MSU, Dr. Wilson was a Behavioral Scientist at the RAND Corporation, where he led the development of the Center on Quality Policing and the Police Recruitment and Retention Clearinghouse. He has been a visiting scholar in the Australian Resource Council's Centre of Excellence in Policing and Security at Griffith University, the Willett Chair in Public Safety in the Center for Public Safety at Northwestern University, an adjunct professor at Carnegie Mellon University, and an instructor for numerous law enforcement and brand protection training programs. Dr. Wilson has collaborated with police agencies, communities, task forces, companies, associations and governments throughout the U.S. and the world on many complex public safety problems, and has led over \$10M of projects sponsored by the U.S. Congress, various units of the U.S. Departments of Justice and Interior, community and institutional foundations, local governments, police departments, professional associations, and corporations. Dr. Wilson's research and commentary have been featured in numerous books, professional publications, academic journals, and Congressional testimony, and in various forms of national and international media. Johnson & Johnson, Underwriters Laboratories, the Academy of Criminal Justice Sciences, and others have honored him with recognition awards for his contributions to criminal justice and brand protection.

NAME: Jamie Zmitko-Somers

AFFILIATION: Manager, International Marketing
Programs, Michigan Department of
Agriculture



EXPERIENCE:

Jamie Zmitko-Somers is the International Marketing Manager with the Michigan Department of Agriculture. She regularly assists Michigan companies wishing to export and puts companies in touch with potential buyers by organizing trade missions, buyer's missions, and Michigan Pavilions at various trade shows. She began working for the Department in 1997 as a Student Assistant and Lab Technician and became the Manager of International Marketing Programs in 2001. She earned her Bachelor's in Business Administration/Pre-law at Michigan State University in 2000.



Other Narrative Supplemental Materials

7. Budget Notes

Exhibit 19: Budget Notes

MICHIGAN STATE
UNIVERSITY

Exhibit 19

Budget Notes**EXHIBIT 19**

As explained in Section 6 of the Application Narrative (Adequacy of Resources), Michigan State University's CIBER relies upon federal funding and considerable matching contributions for project development and implementation. MSU's investment in the CIBER program is in the form of cash and in-kind match (personnel, operating budget, facilities, equipment, and supplies). Every federal dollar has been allocated towards new activities that are strategically planned to be, for the most part, sustainable after the initial development and implementation.

The budget indicates that each federal dollar will be matched by about \$1.74 institutional dollars (i.e., or a 174 percent match). We have built this budget on a cash match basis to be conservative. The cash match for MSU amounts to \$525,000 per year (\$2.1 million over the four-year grant cycle), including annual match support of \$250,000 from the Provost's Office, \$200,000 from the Broad Dean's Office, and \$75,000 from the Vice President of Research and Graduate Studies' Office. The total match – cash plus in-kind will likely significantly exceed the committed \$2.1 million cash match). The federal portion of the total project will be 36 percent (with the grant portion being 38, 37, 36, and 35 percent in years 1, 2, 3, and 4 of the grant). A detailed budget is presented in Budget Narrative section of the proposal (EXHIBIT 22).

EXHIBIT 6 provides a summary of each activity within ten Project Goal Areas (i.e., Projects 1a to 10d), a basic timeline of implementation, and the individual(s) responsible for the evaluation of each category of activities as well as the individual(s)/unit(s) responsible for the implementation of each activity. The detailed budget follows this outline; it is categorized according to the budget categories in the Standard Budget Sheet ED 524. The expenditures occurring in the indicated grant year(s) for a particular project is reflected in EXHIBIT 6 in the year of the implementation column.

Budget Notes**EXHIBIT 19**

Additionally, as explained in Section 7 (Quality of Project Evaluation), MSU's project performance is assessed at four different levels (i.e., U.S. Department of Education, university, college, and center levels). These assessment levels range from macro to micro in scope and use quantitative and qualitative data for input in a formative and summative manner. Particular attention has been placed on the "CIBER Performance Measure Form" (PMF); the current measures in the IFLE International Resource Information System (IRIS) system; and the GPRA Measures 1, 2, and 3 (focusing on professional advancement; internationalized programs; and export activities). The project directors and staff, external evaluators/consultants, and responsible parties contribute their time for collection of quantitative and qualitative evaluation data on a regular basis. The significant match contributions from MSU also include the evaluation component of the proposal. The fine-grained detail of performance evaluation is included in the "CIBER Performance Measure Form (PMF)" in EXHIBIT 20 for the proposed activities.

Furthermore, MSU's Office of Sponsored Programs Administration employs rigorous administrative tools that are used for budgeting salaries and fringe benefits for faculty and staff employees at Michigan State University. In an effort to allocate the cost of fringe benefits more realistically, the specific identification of fringe benefits system went into effect on July 1, 2004. Under this system, costs are specifically identified into four categories and accounts will be charged only to the extent that an employee receives, or in the case of health care is eligible to receive, those benefits. Detailed information regarding MSU regulations and budgeting practices can be found at <http://www.cga.msu.edu/>.



Project Narrative Supplemental Materials

8. Evaluation Plan

Exhibit 20: CIBER Performance Measure Form (PMF)
Exhibit 21: IRIS Measures Aligned with MSU Goal Areas

MICHIGAN STATE
UNIVERSITY

Exhibit 20

CIBER Performance Measure Form (PMF)

Project Goal Statement (1), Performance Measures (2), Activities (3),
Data/Indicators (4), Frequency (5), Data Sources (6), and Baseline and Targets

EXHIBIT 20

Notes for the PMF:

For the 2018-2022 grant cycle, ED continues to use the OMB approved “CIBER Performance Measure Form” (PMF) consisting of 7 data points of information: (1) project goal statement, (2) performance measures, (3) activities, (4) data/indicators, (5) frequency, (6) data source, and (7) baseline and targets by year. Per the instructions in CFDA Number 84.220A, applicants can complete PMF 1, 2, 3, 4, and 5 only as a part of the application if they prefer. However, Michigan State University has included complete PMF performance assessment systems (including PMF 1, 2, 3, 4, 5, 6, and 7) to be as comprehensive and transparent as possible in the intended performance deliverables for the application process.

One additional aspect of the CIBER grant process (CFDA Number 84.220A) is the CIBER GPRA Measures 1, 2, and 3. These three measures are specific to the CIBER program. CIBER GPRA Measures 1, 2, and 3 are re-stated on pages 130 to 132 of this EXHIBIT 20, and the fields of PMF 1, PMF 2, and PMF 3 have been populated to provide an overview of which of MSU’s Project Categories (1a to 10d) have activities that address a certain CIBER GPRA Measure (i.e., 1, 2, and/or 3). All of the 63 Project Goal Areas and accompanying 197 activities (EXHIBIT 6) have been structured to address at least one of the three CIBER GPRA Measures for maximum national significance and importance/magnitude aligned with the intention of the CIBER program. An important note is that, in actuality, in many cases Projects 1a to 10d address more than one of the CIBER GPRA Measures.

Additionally, we have included how MSU specifically incorporates the U.S. Department of Education’s IFLE IRIS measures (International Resource Information System) into our performance measurement in EXHIBIT 21. This exhibit is in direct correspondence to the proposed activities in the 63 Project Groups categorized into 10 Project Goal Areas.

The collective summary of the content in Section 7 of this Application Narrative, along with the information provided in EXHIBITS 20 and 21, establishes a comprehensive, reliable, and valid approach to performance measurement of MSU’s proposed CIBER projects for 2018-2022. The majority of Project Goal Areas have more than one goal while some have specific single goals, and some projects fulfill multiple objectives and are cross-listed in those cases.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3),
Data/Indicators (4), Frequency (5), Data Sources (6), and Baseline and Targets

PMF for Project Categories 1a to 10d

1. Project Goal Statement 1: Increase the number of students who graduate from Michigan State University with international business expertise and interdisciplinary knowledge by 40%.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
Increase in the number of students who graduate with the global business mindset "badge"	Develop "global business mindset" badge (Activity Type: Curriculum and/or materials development, Undergraduate courses in international business)	Number of graduates with global business mindset badge	Annually	University records	0	100	450	675	1350
Increase in the number of students enrolled in International business-focused education abroad programs	Develop new programs, launch programs, recruit students (Activity Type: Curriculum and/or materials development, Distance education)	Number of students enrolled	Annually	University records	300	350	400	450	500

CIBER Performance Measure Form (PMF)

Project Goal Statement (1), Performance Measures (2), Activities (3),
Data/Indicators (4), Frequency (5), Data Sources (6), and Baseline and Targets

EXHIBIT 20

PMF for Project Categories 1a to 10d Continued

1. Project Goal Statement 2: Increase the number of Michigan companies engaged in exporting over the course of the grant cycle by 20%.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
Increase in the number of companies and student interns benefiting from the free services of the Michigan Export Growth Program to Michigan companies, targeting SMEs	(A.1) Work with the Michigan Economic Development Corporation and other partners to identify and enroll companies in MEGP, conduct market research and develop export plans for all MEGP companies (Activity Type: Linkages and/or partnerships, Outreach, Research)	The number of companies	Annually	Center records	20	23	26	28	30
	(A.2) Recruit, hire, and train student interns (Activity Type: Research, Student internships in international business)	The number of student interns	Annually	Center records	5	6	8	9	10

CIBER Performance Measure Form (PMF)

Project Goal Statement (1), Performance Measures (2), Activities (3),
Data/Indicators (4), Frequency (5), Data Sources (6), and Baseline and Targets

EXHIBIT 20

PMF for Project Categories 1a to 10d Continued

1. Project Goal Statement 2 Continued: Increase the number of Michigan companies engaged in exporting over the course of the grant cycle by 20%.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
Increase in the number of participants benefiting from the in-depth, exporting-related workshops offered to the business community	Collaborate with business partners to identify topics of interest to the business community, organize and offer workshops (Activity Type: Linkages and/or partnerships, Outreach)	Number of participants	Annually	Center records	150	170	190	210	225

CIBER Performance Measure Form (PMF)

Project Goal Statement (1), Performance Measures (2), Activities (3),
Data/Indicators (4), Frequency (5), Data Sources (6), and Baseline and Targets

EXHIBIT 20

PMF for Project Categories 1a to 10d Continued

1. Project Goal Statement 3: Increase the number of community colleges with access to international business teaching materials and faculty development/training during the grant period by 40%.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
Increase in the number of participants benefiting from the internationally oriented faculty development programs offered for community college faculty	Using community college faculty and association networks, identify host colleges for each workshop, develop and deliver programs (Activity Type: Faculty training/professional development, Linkages and/or partnerships, Travel)	Number of workshop participants	Annually	Center Records	100	110	120	130	140

CIBER Performance Measure Form (PMF)

Project Goal Statement (1), Performance Measures (2), Activities (3),
Data/Indicators (4), Frequency (5), Data Sources (6), and Baseline and Targets

EXHIBIT 20

PMF for Project Categories 1a to 10d Continued

1. Project Goal Statement 3 Continued: Increase the number of community colleges with access to international business teaching materials and faculty development/training during the grant period by 40%.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
Increase in the number of rural community colleges hosting international business faculty development programs for community college faculty	Working with RCCA, NACCE, and AACC, identify host colleges for each workshop, develop and deliver programs (Activity Type: Faculty training/professional development, Linkages and/or partnerships, Travel)	Number of rural college host sites	Annually	Center records	2	2	3	3	4

CIBER Performance Measure Form (PMF)

Project Goal Statement (1), Performance Measures (2), Activities (3),
Data/Indicators (4), Frequency (5), Data Sources (6), and Baseline and Targets

EXHIBIT 20

PMF for Project Categories 1a to 10d Continued

1. Project Goal Statement 3 Continued: Increase the number of community colleges with access to international business teaching materials and faculty development/training during the grant period by 40%.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
Increase in the number of faculty utilizing center-developed International Business Course Development Resources for Community College Faculty to develop international business courses at community colleges	(C.1) Recruit experienced faculty to develop resource sheets, conduct focus-group reviews with community college faculty, compile into final format; review and revise as necessary (Activity Type: Linkages and/or partnerships, faculty training)	Number of resource sheets developed	Annually	Center records	0	7	7	7	7
	(C.2) Dissemination of the materials (Activity Type: Dissemination)	Number of disseminated resource sheets	Annually	Center records	0	100	150	200	250

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3),
Data/Indicators (4), Frequency (5), Data Sources (6), and Baseline and Targets

PMF for Project Categories 1a to 10d Continued

1. Project Goal Statement 4: Increase the number of conceptualized and implemented research projects during the grant cycle by 20%.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
Increase in the number of student editors working on and visitors benefiting from the expanded globalEDGE.msu.edu as the world's leading international business resources website	(A.1) Recruit, hire, and train student content editors (Activity Type: Information resources development, maintenance, access, Outreach, Technology-related activities)	Number of student editors	Annually	Center records	10	11	11	12	12
	(A.2) Develop, launch, and maintain Current Topics in International Business; expand globalEDGE Business Beat collaborating with business partners and associations (Activity Type: Linkages and/or partnerships, Information resources development, maintenance, access, Technology-related activities)	Number of visitors to these sections of globalEDGE	Annually	Center records	1,000,000	1,100,000	1,150,000	1,200,000	1,250,000

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3),
Data/Indicators (4), Frequency (5), Data Sources (6), and Baseline and Targets

PMF for Project Categories 1a to 10d Continued

1. Project Goal Statement 4 Continued: Increase the number of conceptualized and implemented research projects during the grant cycle by 20%.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
Increase in the number of journal articles, books, presentations resulting from the increased number of grants offered to support faculty and doctoral student research projects annually on topics relevant to international competitiveness	Support research projects through applications on CIBER website and award grants (Activity Type: Faculty/staff salaries and stipends, Research, Travel)	Number of journal articles, books, presentations	Annually	College records	50	52	55	58	60
		Number of grants awarded	Annually	Center records	20	20	22	25	25

CIBER Performance Measure Form (PMF)

Project Goal Statement (1), Performance Measures (2), Activities (3),
Data/Indicators (4), Frequency (5), Data Sources (6), and Baseline and Targets

EXHIBIT 20

CIBER GPRA Measure 1

PMF 1: Project Goal Statement: From CFDA Number 84.220A, the overarching goal, as related to CIBER GPRA Measure 1, is to develop and implement projects that allow program participants to advance in their professional field within two years after their participation.

PMF 2: Performance Measures	PMF 3: Activities (From Section 1, Exhibit 6 & Exhibit 20)
<p>Percentage of CIBER program participants who advanced in their professional field 2 years after their participation.</p> <p>[from OMB No. 1840-0616, page 61]</p>	<p>From Section 1 (and EXHIBIT 6), the following proposed Project Categories by MSU have activities that significantly address the CIBER GPRA Measure 1:</p> <p>Projects 1a, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3g, 4d, 4e, 5a, 5b, 5c, 5d, 5f, 6b, 6f, 6g, 6j, 7a, 7b, 8a, 8b, 8d, 8f, 8h, and 10d..</p>

CIBER Performance Measure Form (PMF)

Project Goal Statement (1), Performance Measures (2), Activities (3),
Data/Indicators (4), Frequency (5), Data Sources (6), and Baseline and Targets

EXHIBIT 20

CIBER GPRA Measure 2

PMF 1: Project Goal Statement: From CFDA Number 84.220A, the overarching goal, as related to CIBER GPRA Measure 2, is to develop and implement projects that establish or internationalize a concentration, degree, or professional program with a focus on or connection to international business over the course of the CIBER grant period (long-term measure).

PMF 2: Performance Measures	PMF 3: Activities (From Section 1, Exhibit 6 & Exhibit 20)
<p>Percentage of CIBER projects that established or internationalized a concentration, degree, or professional program with a focus on or connection to international business over the course of the CIBER grant period (long-term measure).</p> <p>[from OMB No. 1840-0616, page 61]</p>	<p>From Section 1 (and EXHIBIT 6), the following proposed Project Categories by MSU have activities that significantly address the CIBER GPRA Measure 2:</p> <p>Projects 1a, 1b, 1c, 2a, 2c, 2d, 3f, 3g, 4a, 4b, 4c, 4d, 4e, 4g, 5d, 5f, 5g, 6b, 7a, 7b, 8a, 8b, 8e, 8f, 8g, 8h, 10a, 10b, 10c, and 10d.</p>

CIBER Performance Measure Form (PMF)

Project Goal Statement (1), Performance Measures (2), Activities (3),
Data/Indicators (4), Frequency (5), Data Sources (6), and Baseline and Targets

EXHIBIT 20

CIBER GPRA Measure 3

PMF 1: Project Goal Statement: From CFDA Number 84.220A, the overarching goal, as related to CIBER GPRA Measure 3, is to develop and implement projects that facilitate businesses nationwide (and from Michigan) to increase exporting activities annually.

PMF 2: Performance Measures	PMF 3: Activities (From Section 1, Exhibit 6 & Exhibit 20)
<p>Percentage of CIBER projects whose business industry participants increased export activities.</p> <p>[from OMB No. 1840-0616, page 61]</p>	<p>From Section 1 (and EXHIBIT 6), the following proposed Project Categories by MSU have activities that significantly address the CIBER GPRA Measure 3:</p> <p>Projects 1c, 1d, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4f, 5a, 5b, 5c, 5e, 5h, 5i, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 8c, 9a, 9b, 9c, 9d, and 9e.</p>

MICHIGAN STATE
UNIVERSITY

Exhibit 21

IRIS Measures Aligned with MSU’s Goal Areas

EXHIBIT 21

Project Goal Areas	IRIS Measures
1. Interdisciplinary programs for business and professional curricula	<ul style="list-style-type: none"> • Number of international business courses taught (interdisciplinary included); • Number of faculty teaching international business, business language, and interdisciplinary courses; • Number of functional area courses with international emphasis created or revised; • Number of students participating in short-term and semester-long study abroad programs; • Number of master’s and doctoral graduates with international business degrees; • Placement record of master’s and doctoral graduates; • Languages taught.
2. Interdisciplinary programs for language and international studies	<ul style="list-style-type: none"> • Number of international business programs created or revised (interdisciplinary included); • Number of students enrolled in international business programs created or revised; • Number of business language courses offered; • Number of students enrolled in business language courses.
3. Collaboration with institutions, associations, and businesses	<ul style="list-style-type: none"> • Conferences offered, audience(s), discipline(s), language(s), world area(s) addressed; • Number of attendees to conferences; • Faculty development programs offered, audience(s), discipline(s), language(s), world area(s) addressed; • Number of attendees to faculty development programs; • Doctoral student development programs offered; • Number of attendees to doctoral student development programs; • Business outreach programs offered; • Number of attendees to business outreach programs.
4. Research to promote integrated curricula	<ul style="list-style-type: none"> • Business research activities listed by discipline(s), language(s), world area(s) addressed; • Number of new international business courses, course modules, and degree programs offered (interdisciplinary included); • Number of students enrolled in international business, business language, and interdisciplinary courses; • Number of international business programs created or revised (interdisciplinary included); • Number of students enrolled in international business programs created or revised; • Number of business language courses offered; • Number of students enrolled in business language courses.
5. Research to promote international competitiveness	<ul style="list-style-type: none"> • Business research activities listed by title, discipline(s), language(s), world area(s) addressed; • Conferences organized, audience(s), discipline(s), language(s), world area(s) addressed; • Number of presenters at conferences; • Number of publications and research presentations for each category; • Number of presenters in publications and research presentations.

IRIS Measures Aligned with MSU’s Goal Areas

EXHIBIT 21

Project Goal Areas	IRIS Measures
6. Programs to develop expertise of the business community and other professionals	<ul style="list-style-type: none"> • Conferences, workshops, and seminars held for regional or national international business community listed by title, audience(s), discipline(s), language(s), world area(s) addressed; • Total number of people attending these events; • Disciplines and languages addressed at these events; • Number of executive education programs with international content; • Number of business persons attending executive education programs; • Number of executive education courses with international content; • Number of business persons taking these courses.
7. Faculty development programs	<ul style="list-style-type: none"> • Number of business, language, and K-12 faculty development programs held in the U.S. or abroad; • Number of business, language, and K-12 faculty participants in these programs; • World areas addressed in these programs; • Disciplines addressed in these programs; • Languages addressed in these programs; • Number of business, language, and K-12 doctoral student development programs held in the U.S. or abroad; • Number of business and language doctoral student participants in these programs; • World areas addressed in these programs; • Disciplines addressed in these programs; • Languages addressed in these programs.
8. Academic outreach	<ul style="list-style-type: none"> • Number of business, language, and K-12 faculty development events organized and cosponsored; • Number of faculty participants in these workshops or institutes; • World areas addressed in these programs; • Disciplines addressed in these programs; • Languages addressed in these programs; • Number of business, language, and K-12 doctoral student development events organized and cosponsored; • Number of doctoral student participants in these workshops or institutes; • World areas addressed in these programs; • Disciplines addressed in these programs; • Languages addressed in these programs.
9. Using technology for knowledge sharing	<ul style="list-style-type: none"> • Number of outreach activities including resource materials, books, journals, online resources; • Number of educators and students utilizing these activities measured by number of publications distributed, number of institutions receiving resources, number of visits to web sites, including globalEDGE, MSU’s CIBER, and the Academy of International Business.
10. Development of study abroad and international linkages	<ul style="list-style-type: none"> • Number of active linkages with foreign educational institutions and businesses; • Number of scholars and students traveling to and from these partners; • Number of joint programs, including internships and study tours, carried out with these foreign partner institutions; • Number of students enrolled in these programs; • Number of courses offered through these foreign partner institutions; • Number of students enrolled in these courses.

Budget Narrative File(s)

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Other Narrative Supplemental Materials

Budget Narrative

Exhibit 22: Detailed Budget for Proposed
Projects and Administration

Budget Narrative

EXHIBIT 22

	2018-19	
	Federal	MSU
Part A: Key Faculty and Project Personnel		
<u>Faculty Personnel</u>		
Tomas Hult, Director, 25%, AY		75,982
Tunga Kiyak, Outreach Coordinator, 25% AN		33,723
Jade Sims, International Trade Specialist, 50% AN		32,646
Sarah Singer, Assistant Director, 90%, AN	39,533	31,626
	Sub-total	39,533 173,978
<u>MSU-CIBER Personnel</u>		
Irem Kiyak, Associate Director, 50%, AN		48,942
Ronda Bunnell, Educational Programs Coordinator 80%, AN		47,931
Jamie Rytlewski, Systems Analyst, 50%, AN		45,053
Anne Hoekman, Managing Editor, 25% AN		13,871
Kathy Kiessling, Consortium Coordinator, 25% AN		14,969
	Sub-total	170,766
<u>Fringe Benefits</u>		
Tomas Hult, Director, 25%, AY		15,695
Tunga Kiyak, Outreach Coordinator, 25% AN		10,290
Jade Sims, International Trade Specialist, 50% AN		14,025
Irem Kiyak, Associate Director, 50%, AN		17,129
Ronda Bunnell, Educational Programs Coordinator 80%, AN		21,620
Sarah Singer, Assistant Director, 90%, AN	15,337	12,269
Jamie Rytlewski, Systems Analyst, 50%, AN		16,388
Anne Hoekman, Managing Editor, 25% AN		6,545
Kathy Kiessling, Consortium Coordinator, 25% AN		6,754
	Sub-total	15,337 120,716
<u>Travel</u>		
Domestic Travel: Trips by personnel to project directors meetings, and others as needed 3 @ \$1,000 each		3,000
	Sub-total	3,000
<u>Supplies</u>		
Postage, telephone, photocopying, and various supplies for administration (Advisory Council meetings, etc.)		500
	Sub-total	500
<u>Other</u>		
External evaluations: Professional service fee for external evaluators @\$1,000/day, (includes travel for 3 days)		3,000
Audio-Visual, conf room rental fees, printing, telephone, and other communication expenses, etc., for administration (Advisory Council meetings, etc.)		500
	Sub-total	3,500
	Part A Sub-total	61,870 465,460

Part B: Projects

Personnel

Projects 10a., 10b., 10c., 10d.

Kirt Butler, MSU Broad Study Abroad Program Director paid as summer salary

20,465

Budget Narrative

EXHIBIT 22

Projects 1a., 1c., 2a., 2d., 3f., 3g., 4b., 4c., 4e., 5a., 5d., 5e., 6a., 6e., 6h., 9a., 9b., 9c., 9d., 9e., 10a.

Student Assistants: 15 x 10 hrs/week 40 weeks @\$10/hour	60,000
Interns: 5 x 40 hrs/week 10 weeks @\$10/hour	20,000
Graduate Assistant (50% AY)	15,000

Sub-total 115,465

Fringe Benefits

Projects 10a., 10b., 10c., 10d.

Kirt Butler, MSU Broad Study Abroad Program Director paid as summer salary	1,566
Projects 1a., 1c., 2a., 2d., 3f., 3g., 4b., 4c., 4e., 5a., 5d., 5e., 6a., 6e., 6h., 9a., 9b., 9c., 9d., 9e., 10a.	
Graduate Assistant (50% AY) Fringe Benefits	3,350

Sub-total 4,916

Travel

Projects 1a., 1b., 1c., 1e., 2a., 4d., 4e., 7b., 8b., 8f., 8g., 8h.

Domestic travel for faculty for curriculum & professional development ave. 6x\$1,000	6,000
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5c., 5d., 5h., 5i., 6c., 6e., 6i., 6k., 6l., 7a., 7b., 8a., 8b., 8d., 8e., 8f., 8g., 8h.	
Domestic travel for speakers for conferences and programs averaging 10x\$500	5,000
Int'l trvl competitive awards to facilitate participation in FDIB programs; 2 awards @ \$2,500	5,000
Projects 1b., 10a., 10b., 10c.	
International travel for faculty to develop programs 2x\$2,500	5,000
Project 1e. International Business Organization	
Domestic travel grants to attend conferences/leadership workshops, etc., 12 @ \$250	3,000
Projects 2c., 2d., 5b., 5c., 5d., 5f., Some funding in the form of travel	
Travel funds for faculty supporting research projects 6x\$2,000	12,000
Projects 3f., 3g., 5a., 5b., 5c., 6a., 6f., 9a., 9c.	
Domestic trvl to present projects at conferences and workshops for expanded public access	3,500

Sub-total 39,500

Equipment

Sub-total

Supplies

Projects 1a., 2a., 2b., 2c., 4a., 4b., 4c., 4f., 5a., 5b., 5c., 5d., 5e., 5f., 6a. 6i., 9a., 9b., 9c., 9d., 9e.	
Databases, library & learning materials, periodicals, subscriptions, survey, license software	4,000
All projects	
Postage, mailing, and shipping for conferences & programs	900
Supplies, telephone, and photocopying for conferences & programs	500
Projects 6a., 6b., 6c., 6d., 6e., 6i., 9a., 9b., 9c., 9d., 9e.	
Software subscriptions & acquisitions to manage email lists, social media, & others	2,000

Sub-total 7,400

Other

Projects 1a., 2a., 2c., 2d., 4d., 5b., 5c., 5d., 5f., 7a., 7b., 8b., 8f., 8g., 8h.	
Conference fees for faculty: research, curriculum, & professional development ave. 10x\$500	5,000
Projects 1a., 1b., 1c., 1e., 2a., 2d., 3b., 3d., 3e., 4d., 4e., 5b., 5c., 5d., 5h., 5i., 6c., 6e., 6i., 6k., 6l., 7a., 7b., 8a., 8b., 8d., 8e., 8f., 8g., 8h.	
Conference room rental, audio-visual (incl videotaping/digitizing), on ave. @\$500/day	2,000
Speaker professional fees averaging 3 speakers/year @1,000/day (some probono)	3,000
Speaker lodging costs for non-MSU speakers at MSU hosted events ave. 10/year @100/day	1,000

Budget Narrative

EXHIBIT 22

Printing design contractual fees, printing costs, communication costs, and others	2,500	
Graduate Assistant (50% AY) TuitionFringe Benefits	9,978	
Projects 2d., 3a., 3f., 3g., 5b., 5c., 6k., 6l., 7a., 8a., 8c., 8d., 8g., 8h.; some expenses in the form of cosponsorship		
Co-sponsorship fees for program expenses & development; ave. 4 programs @ \$5,000	20,000	
Projects 3d., 5a., 6a. 9a., 9c.		
Conference registration fees to present projects at conferences for expanded public access	3,000	
Projects 3f., 5a., 8d., 8e., 8f., 8g., 10c.		
B. Motz, Lansing Community College, professional services fees for program development	4,000	
Projects 5a., 6a., 6c., 6d., 9a., 9b., 9c., 9d., 9e.		
Graphic and printing design contractual fees, printing costs, communication costs, & others	2,500	
	Sub-total	52,978
	Part B Sub-total	220,259

Part C: Total of All Projects and CIBER Administration

a. Personnel	154,998	344,743
b. Fringe Benefits	20,253	120,716
c. Travel	42,500	
d. Equipment		
e. Supplies	7,900	
f. Contractual		
g. Construction		
h. Other	56,478	
	Total, Direct Costs	282,129 465,460
	Total, Indirect Costs @ 8%	22,570 37,237
	TOTALS	304,699 502,697
	TOTAL MSU-CIBER NATIONAL RESOURCE CENTER	807,396
	Percent of Federal Contribution to Total Project	38%

Budget Narrative

EXHIBIT 22

	2019-20	
	Federal	MSU
Part A: Key Faculty and Project Personnel		
<u>Faculty Personnel</u>		
Tomas Hult, Director, 25%, AY		78,261
Tunga Kiyak, Outreach Coordinator, 25% AN		34,735
Jade Sims, International Trade Specialist, 50% AN		33,625
Sarah Singer, Assistant Director, 90%, AN	40,719	32,575
	Sub-total	40,719 179,197
<u>MSU-CIBER Personnel</u>		
Irem Kiyak, Associate Director, 50%, AN		50,410
Ronda Bunnell, Educational Programs Coordinator 80%, AN		49,369
Jamie Rytlewski, Systems Analyst, 50%, AN		46,404
Anne Hoekman, Managing Editor, 25% AN		14,287
Kathy Kiessling, Consortium Coordinator, 25% AN		15,418
	Sub-total	175,889
<u>Fringe Benefits</u>		
Tomas Hult, Director, 25%, AY		16,357
Tunga Kiyak, Outreach Coordinator, 25% AN		10,793
Jade Sims, International Trade Specialist, 50% AN		14,848
Irem Kiyak, Associate Director, 50%, AN		18,046
Ronda Bunnell, Educational Programs Coordinator 80%, AN		22,913
Sarah Singer, Assistant Director, 90%, AN	16,199	12,959
Jamie Rytlewski, Systems Analyst, 50%, AN		17,282
Anne Hoekman, Managing Editor, 25% AN		6,943
Kathy Kiessling, Consortium Coordinator, 25% AN		7,158
	Sub-total	16,199 127,300
<u>Travel</u>		
Domestic Travel: Trips by personnel to project directors meetings, and others as needed 3 @ \$1,000 each		3,090
	Sub-total	3,090
<u>Supplies</u>		
Postage, telephone, photocopying, and various supplies for administration (Advisory Council meetings, etc.)		515
	Sub-total	515
<u>Other</u>		
External evaluations: Professional service fee for external evaluators @\$1,000/day, (includes travel for 3 days)		3,090
Audio-Visual, conf room rental fees, printing, telephone, and other communication expenses, etc., for administration (Advisory Council meetings, etc.)		515
	Sub-total	3,605
	Part A Sub-total	64,128 482,386

Part B: Projects

Personnel

Projects 10a., 10b., 10c., 10d.

Kirt Butler, MSU Broad Study Abroad Program Director paid as summer salary 9,487

Budget Narrative

EXHIBIT 22

Projects 1a., 1c., 2a., 2d., 3f., 3g., 4b., 4c., 4e., 5a., 5d., 5e., 6a., 6e., 6h., 9a., 9b., 9c., 9d., 9e., 10a.

Student Assistants: 15 x 10 hrs/week 40 weeks @\$10/hour	61,800
Interns: 5 x 40 hrs/week 10 weeks @\$10/hour	20,600
Graduate Assistant (50% AY)	15,450

Sub-total	107,337	0
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Fringe Benefits

Projects 10a., 10b., 10c., 10d.

Kirt Butler, MSU Broad Study Abroad Program Director paid as summer salary	726
Projects 1a., 1c., 2a., 2d., 3f., 3g., 4b., 4c., 4e., 5a., 5d., 5e., 6a., 6e., 6h., 9a., 9b., 9c., 9d., 9e., 10a.	
Graduate Assistant (50% AY) Fringe Benefits	3,620

Sub-total	4,346	0
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Travel

Projects 1a., 1b., 1c., 1e., 2a., 4d., 4e., 7b., 8b., 8f., 8g., 8h.

Domestic travel for faculty for curriculum & professional development ave. 6x\$1,000	6,180
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5c., 5d., 5h., 5i., 6c., 6e., 6i., 6k., 6l., 7a., 7b., 8a., 8b., 8d., 8e., 8f., 8g., 8h.	
Domestic travel for speakers for conferences and programs averaging 10x\$500	5,150
Int'l trvl competitive awards to facilitate participation in FDIB programs; 2 awards @ \$2,500	5,150
Projects 1b., 10a., 10b., 10c.	
International travel for faculty to develop programs 2x\$2,500	5,150
Project 1e. International Business Organization	
Domestic travel grants to attend conferences/leadership workshops, etc., 12 @ \$250	3,090
Projects 2c., 2d., 5b., 5c., 5d., 5f., Some funding in the form of travel	
Travel funds for faculty supporting research projects 6x\$2,000	12,360
Projects 3f., 3g., 5a., 5b., 5c., 6a., 6f., 9a., 9c.	
Domestic trvl to present projects at conferences and workshops for expanded public access	5,805

Sub-total	42,885
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Equipment

Sub-total	
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Supplies

Projects 1a., 2a., 2b., 2c., 4a., 4b., 4c., 4f., 5a., 5b., 5c., 5d., 5e., 5f., 6a. 6i., 9a., 9b., 9c., 9d., 9e.	
Databases, library & learning materials, periodicals, subscriptions, survey, license software	6,000
All projects	
Postage, mailing, and shipping for conferences & programs	927
Supplies, telephone, and photocopying for conferences & programs	515
Projects 6a., 6b., 6c., 6d., 6e., 6i., 9a., 9b., 9c., 9d., 9e.	
Software subscriptions & acquisitions to manage email lists, social media, & others	2,060

Sub-total	9,502
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Other

Projects 1a., 2a., 2c., 2d., 4d., 5b., 5c., 5d., 5f., 7a., 7b., 8b., 8f., 8g., 8h.	
Conference fees for faculty: research, curriculum, & professional development ave. 10x\$500	5,150
Projects 1a., 1b., 1c., 1e., 2a., 2d., 3b., 3d., 3e., 4d., 4e., 5b., 5c., 5d., 5h., 5i., 6c., 6e., 6i., 6k., 6l., 7a., 7b., 8a., 8b., 8d., 8e., 8f., 8g., 8h.	
Conference room rental, audio-visual (incl videotaping/digitizing), on ave. @\$500/day	2,060
Speaker professional fees averaging 3 speakers/year @1,000/day (some probono)	3,090
Speaker lodging costs for non-MSU speakers at MSU hosted events ave. 10/year @100/day	1,030

Budget Narrative

EXHIBIT 22

Printing design contractual fees, printing costs, communication costs, and others	2,575	
Graduate Assistant (50% AY) TuitionFringe Benefits	10,378	
Projects 2d., 3a., 3f., 3g., 5b., 5c., 6k., 6l., 7a., 8a., 8c., 8d., 8g., 8h.; some expenses in the form of cosponsorship		
Co-sponsorship fees for program expenses & development; ave. 4 programs @ \$5,000	20,000	
Projects 3d., 5a., 6a. 9a., 9c.		
Conference registration fees to present projects at conferences for expanded public access	3,090	
Projects 3f., 5a., 8d., 8e., 8f., 8g., 10c.		
B. Motz, Lansing Community College, professional services fees for program development	4,120	
Projects 5a., 6a., 6c., 6d., 9a., 9b., 9c., 9d., 9e.		
Graphic and printing design contractual fees, printing costs, communication costs, & others	2,575	
	Sub-total	54,068
	Part B Sub-total	218,138

Part C: Total of All Projects and CIBER Administration

a. Personnel	148,055	355,086
b. Fringe Benefits	20,545	127,300
c. Travel	45,975	
d. Equipment		
e. Supplies	10,017	
f. Contractual		
g. Construction		
h. Other	57,673	
	Total, Direct Costs	282,265 482,386
	Total, Indirect Costs @ 8%	22,581 38,591
	TOTALS	304,846 520,977
	TOTAL MSU-CIBER NATIONAL RESOURCE CENTER	825,823
	Percent of Federal Contribution to Total Project	37%

Budget Narrative

EXHIBIT 22

	2020-21	
	Federal	MSU
Part A: Key Faculty and Project Personnel		
<u>Faculty Personnel</u>		
Tomas Hult, Director, 25%, AY		80,609
Tunga Kiyak, Outreach Coordinator, 25% AN		47,093
Jade Sims, International Trade Specialist, 50% AN		50,344
Sarah Singer, Assistant Director, 90%, AN	41,940	33,552
	Sub-total	41,940 211,598
<u>MSU-CIBER Personnel</u>		
Irem Kiyak, Associate Director, 50%, AN		51,923
Ronda Bunnell, Educational Programs Coordinator 80%, AN		50,850
Jamie Rytlewski, Systems Analyst, 50%, AN		47,797
Anne Hoekman, Managing Editor, 25% AN		14,716
Kathy Kiessling, Consortium Coordinator, 25% AN		15,880
	Sub-total	181,166
<u>Fringe Benefits</u>		
Tomas Hult, Director, 25%, AY		17,043
Tunga Kiyak, Outreach Coordinator, 25% AN		
Jade Sims, International Trade Specialist, 50% AN		
Irem Kiyak, Associate Director, 50%, AN		19,003
Ronda Bunnell, Educational Programs Coordinator 80%, AN		24,266
Sarah Singer, Assistant Director, 90%, AN	17,101	13,681
Jamie Rytlewski, Systems Analyst, 50%, AN		18,217
Anne Hoekman, Managing Editor, 25% AN		7,359
Kathy Kiessling, Consortium Coordinator, 25% AN		7,581
	Sub-total	17,101 107,149
<u>Travel</u>		
Domestic Travel: Trips by personnel to project directors meetings, and others as needed 3 @ \$1,000 each		3,183
	Sub-total	3,183
<u>Supplies</u>		
Postage, telephone, photocopying, and various supplies for administration (Advisory Council meetings, etc.)		530
	Sub-total	530
<u>Other</u>		
External evaluations: Professional service fee for external evaluators @\$1,000/day, (includes travel for 3 days)		3,183
Audio-Visual, conf room rental fees, printing, telephone, and other communication expenses, etc., for administration (Advisory Council meetings, etc.)		530
	Sub-total	3,713
	Part A Sub-total	66,467 499,913

Part B: Projects

Personnel

Projects 10a., 10b., 10c., 10d.

Kirt Butler, MSU Broad Study Abroad Program Director paid as summer salary

Budget Narrative

EXHIBIT 22

Projects 1a., 1c., 2a., 2d., 3f., 3g., 4b., 4c., 4e., 5a., 5d., 5e., 6a., 6e., 6h., 9a., 9b., 9c., 9d., 9e., 10a.

Student Assistants: 15 x 10 hrs/week 40 weeks @\$10/hour	63,654
Interns: 5 x 40 hrs/week 10 weeks @\$10/hour	21,218
Graduate Assistant (50% AY)	15,914

Sub-total	100,786	0
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Fringe Benefits

Projects 10a., 10b., 10c., 10d.

Kirt Butler, MSU Broad Study Abroad Program Director paid as summer salary

Projects 1a., 1c., 2a., 2d., 3f., 3g., 4b., 4c., 4e., 5a., 5d., 5e., 6a., 6e., 6h., 9a., 9b., 9c., 9d., 9e., 10a.

Graduate Assistant (50% AY) Fringe Benefits	3,909
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Sub-total	3,909	0
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Travel

Projects 1a., 1b., 1c., 1e., 2a., 4d., 4e., 7b., 8b., 8f., 8g., 8h.

Domestic travel for faculty for curriculum & professional development ave. 6x\$1,000	6,365
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Projects 1c., 2d., 3b., 3d., 3e., 5b., 5c., 5d., 5h., 5i., 6c., 6e., 6i., 6k., 6l., 7a., 7b., 8a., 8b., 8d., 8e., 8f., 8g., 8h.

Domestic travel for speakers for conferences and programs averaging 10x\$500	5,305
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Int'l trvl competitive awards to facilitate participation in FDIB programs; 2 awards @ \$2,500	5,305
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Projects 1b., 10a., 10b., 10c.

International travel for faculty to develop programs 2x\$2,500	5,305
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Project 1e. International Business Organization

Domestic travel grants to attend conferences/leadership workshops, etc., 12 @ \$250	3,183
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Projects 2c., 2d., 5b., 5c., 5d., 5f., Some funding in the form of travel

Travel funds for faculty supporting research projects 6x\$2,000	12,731
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Projects 3f., 3g., 5a., 5b., 5c., 6a., 6f., 9a., 9c.

Domestic trvl to present projects at conferences and workshops for expanded public access	6,755
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Sub-total	44,949
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Equipment

48,132

Sub-total	48,132
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Supplies

Projects 1a., 2a., 2b., 2c., 4a., 4b., 4c., 4f., 5a., 5b., 5c., 5d., 5e., 5f., 6a. 6i., 9a., 9b., 9c., 9d., 9e.

Databases, library & learning materials, periodicals, subscriptions, survey, license software	7,000
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All projects

Postage, mailing, and shipping for conferences & programs	955
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Supplies, telephone, and photocopying for conferences & programs	530
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Projects 6a., 6b., 6c., 6d., 6e., 6i., 9a., 9b., 9c., 9d., 9e.

Software subscriptions & acquisitions to manage email lists, social media, & others	2,122
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Sub-total	10,607
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Other

Projects 1a., 2a., 2c., 2d., 4d., 5b., 5c., 5d., 5f., 7a., 7b., 8b., 8f., 8g., 8h.

Conference fees for faculty: research, curriculum, & professional development ave. 10x\$500	5,305
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Projects 1a., 1b., 1c., 1e., 2a., 2d., 3b., 3d., 3e., 4d., 4e., 5b., 5c., 5d., 5h., 5i., 6c., 6e., 6i., 6k., 6l., 7a., 7b., 8a., 8b., 8d., 8e., 8f., 8g., 8h.

Conference room rental, audio-visual (incl videotaping/digitizing), on ave. @\$500/day	2,122
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Speaker professional fees averaging 3 speakers/year @1,000/day (some probono)	3,183
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Speaker lodging costs for non-MSU speakers at MSU hosted events ave. 10/year @100/day	1,061
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Budget Narrative

EXHIBIT 22

Printing design contractual fees, printing costs, communication costs, and others	2,652	
Graduate Assistant (50% AY) TuitionFringe Benefits	10,794	
Projects 2d., 3a., 3f., 3g., 5b., 5c., 6k., 6l., 7a., 8a., 8c., 8d., 8g., 8h.; some expenses in the form of cosponsorship		
Co-sponsorship fees for program expenses & development; ave. 4 programs @ \$5,000	20,000	
Projects 3d., 5a., 6a. 9a., 9c.		
Conference registration fees to present projects at conferences for expanded public access	3,183	
Projects 3f., 5a., 8d., 8e., 8f., 8g., 10c.		
B. Motz, Lansing Community College, professional services fees for program development	4,244	
Projects 5a., 6a., 6c., 6d., 9a., 9b., 9c., 9d., 9e.		
Graphic and printing design contractual fees, printing costs, communication costs, & others	2,652	
	Sub-total	55,196
	Part B Sub-total	215,447

Part C: Total of All Projects and CIBER Administration

a. Personnel	142,726	392,764
b. Fringe Benefits	21,010	107,149
c. Travel	48,132	
d. Equipment		
e. Supplies	11,137	
f. Contractual		
g. Construction		
h. Other	58,909	
	Total, Direct Costs	281,913 499,913
	Total, Indirect Costs @ 8%	22,553 39,993
	TOTALS	304,466 539,906
	TOTAL MSU-CIBER NATIONAL RESOURCE CENTER	844,372
	Percent of Federal Contribution to Total Project	36%

Budget Narrative

EXHIBIT 22

	2021-22	
	Federal	MSU
Part A: Key Faculty and Project Personnel		
<u>Faculty Personnel</u>		
Tomas Hult, Director, 25%, AY		83,027
Tunga Kiyak, Outreach Coordinator, 25% AN		36,851
Jade Sims, International Trade Specialist, 50% AN		35,673
Sarah Singer, Assistant Director, 90%, AN	43,198	34,559
	Sub-total	43,198 190,110
<u>MSU-CIBER Personnel</u>		
Irem Kiyak, Associate Director, 50%, AN		53,480
Ronda Bunnell, Educational Programs Coordinator 80%, AN		52,376
Jamie Rytlewski, Systems Analyst, 50%, AN		49,230
Anne Hoekman, Managing Editor, 25% AN		15,157
Kathy Kiessling, Consortium Coordinator, 25% AN		16,357
	Sub-total	186,600
<u>Fringe Benefits</u>		
Tomas Hult, Director, 25%, AY		17,770
Tunga Kiyak, Outreach Coordinator, 25% AN		11,873
Jade Sims, International Trade Specialist, 50% AN		16,636
Irem Kiyak, Associate Director, 50%, AN		20,028
Ronda Bunnell, Educational Programs Coordinator 80%, AN		25,722
Sarah Singer, Assistant Director, 90%, AN	18,070	14,456
Jamie Rytlewski, Systems Analyst, 50%, AN		19,219
Anne Hoekman, Managing Editor, 25% AN		7,808
Kathy Kiessling, Consortium Coordinator, 25% AN		8,036
	Sub-total	18,070 141,548
<u>Travel</u>		
Domestic Travel: Trips by personnel to project directors meetings, and others as needed 3 @ \$1,000 each		3,278
	Sub-total	3,278
<u>Supplies</u>		
Postage, telephone, photocopying, and various supplies for administration (Advisory Council meetings, etc.)		546
	Sub-total	546
<u>Other</u>		
External evaluations: Professional service fee for external evaluators @\$1,000/day, (includes travel for 3 days)		3,278
Audio-Visual, conf room rental fees, printing, telephone, and other communication expenses, etc., for administration (Advisory Council meetings, etc.)		546
	Sub-total	3,824
	Part A Sub-total	68,916 518,259

Part B: Projects

Personnel

Projects 10a., 10b., 10c., 10d.

Kirt Butler, MSU Broad Study Abroad Program Director paid as summer salary

Budget Narrative

EXHIBIT 22

Projects 1a., 1c., 2a., 2d., 3f., 3g., 4b., 4c., 4e., 5a., 5d., 5e., 6a., 6e., 6h., 9a., 9b., 9c., 9d., 9e., 10a.

Student Assistants: 15 x 10 hrs/week 40 weeks @\$10/hour	65,563
Interns: 5 x 40 hrs/week 10 weeks @\$10/hour	21,854
Graduate Assistant (50% AY)	16,391

Sub-total	103,808	0
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Fringe Benefits

Projects 10a., 10b., 10c., 10d.

Kirt Butler, MSU Broad Study Abroad Program Director paid as summer salary

Projects 1a., 1c., 2a., 2d., 3f., 3g., 4b., 4c., 4e., 5a., 5d., 5e., 6a., 6e., 6h., 9a., 9b., 9c., 9d., 9e., 10a.

Graduate Assistant (50% AY) Fringe Benefits	4,222
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Sub-total	4,222	0
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Travel

Projects 1a., 1b., 1c., 1e., 2a., 4d., 4e., 7b., 8b., 8f., 8g., 8h.

Domestic travel for faculty for curriculum & professional development ave. 6x\$1,000	6,556
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Projects 1c., 2d., 3b., 3d., 3e., 5b., 5c., 5d., 5h., 5i., 6c., 6e., 6i., 6k., 6l., 7a., 7b., 8a., 8b., 8d., 8e., 8f., 8g., 8h.

Domestic travel for speakers for conferences and programs averaging 10x\$500	5,464
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Int'l trvl competitive awards to facilitate participation in FDIB programs; 2 awards @ \$2,500	5,464
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Projects 1b., 10a., 10b., 10c.

International travel for faculty to develop programs 2x\$2,500	5,464
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Project 1e. International Business Organization

Domestic travel grants to attend conferences/leadership workshops, etc., 12 @ \$250	3,278
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Projects 2c., 2d., 5b., 5c., 5d., 5f., Some funding in the form of travel

Travel funds for faculty supporting research projects 6x\$2,000	13,113
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Projects 3f., 3g., 5a., 5b., 5c., 6a., 6f., 9a., 9c.

Domestic trvl to present projects at conferences and workshops for expanded public access	2,824
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Sub-total	42,163
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Equipment

Sub-total	
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Supplies

Projects 1a., 2a., 2b., 2c., 4a., 4b., 4c., 4f., 5a., 5b., 5c., 5d., 5e., 5f., 6a. 6i., 9a., 9b., 9c., 9d., 9e.

Databases, library & learning materials, periodicals, subscriptions, survey, license software	8,000
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All projects

Postage, mailing, and shipping for conferences & programs	984
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Supplies, telephone, and photocopying for conferences & programs	546
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Projects 6a., 6b., 6c., 6d., 6e., 6i., 9a., 9b., 9c., 9d., 9e.

Software subscriptions & acquisitions to manage email lists, social media, & others	2,186
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Sub-total	11,716
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Other

Projects 1a., 2a., 2c., 2d., 4d., 5b., 5c., 5d., 5f., 7a., 7b., 8b., 8f., 8g., 8h.

Conference fees for faculty: research, curriculum, & professional development ave. 10x\$500	5,464
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Projects 1a., 1b., 1c., 1e., 2a., 2d., 3b., 3d., 3e., 4d., 4e., 5b., 5c., 5d., 5h., 5i., 6c., 6e., 6i., 6k., 6l., 7a., 7b., 8a., 8b., 8d., 8e., 8f., 8g., 8h.

Conference room rental, audio-visual (incl videotaping/digitizing), on ave. @\$500/day	2,186
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Speaker professional fees averaging 3 speakers/year @1,000/day (some probono)	3,278
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Speaker lodging costs for non-MSU speakers at MSU hosted events ave. 10/year @100/day	1,093
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Budget Narrative

EXHIBIT 22

Printing design contractual fees, printing costs, communication costs, and others	2,732	
Graduate Assistant (50% AY) TuitionFringe Benefits	11,226	
Projects 2d., 3a., 3f., 3g., 5b., 5c., 6k., 6l., 7a., 8a., 8c., 8d., 8g., 8h.; some expenses in the form of cosponsorship		
Co-sponsorship fees for program expenses & development; ave. 4 programs @ \$5,000	15,000	
Projects 3d., 5a., 6a. 9a., 9c.		
Conference registration fees to present projects at conferences for expanded public access	3,278	
Projects 3f., 5a., 8d., 8e., 8f., 8g., 10c.		
B. Motz, Lansing Community College, professional services fees for program development	4,371	
Projects 5a., 6a., 6c., 6d., 9a., 9b., 9c., 9d., 9e.		
Graphic and printing design contractual fees, printing costs, communication costs, & others	2,732	
	Sub-total	51,360
	Part B Sub-total	213,269

Part C: Total of All Projects and CIBER Administration

a. Personnel	147,006	376,710
b. Fringe Benefits	22,292	141,548
c. Travel	45,441	
d. Equipment		
e. Supplies	12,262	
f. Contractual		
g. Construction		
h. Other	55,184	
	Total, Direct Costs	282,185 518,259
	Total, Indirect Costs @ 8%	22,575 41,461
	TOTALS	304,760 559,720
	TOTAL MSU-CIBER NATIONAL RESOURCE CENTER	864,480
	Percent of Federal Contribution to Total Project	35%